

PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

---

# COURSE OF STUDIES

FOR THE

## PUBLIC SCHOOLS

GRADES I—VIII

---

PRINTED BY ORDER OF THE LEGISLATIVE  
ASSEMBLY OF ALBERTA



CURRICULUM


LB  
1564  
C2  
A34  
1918  
gr.1-8

CURRGDHT

EDMONTON:

PRINTED BY J. W. JEFFERY, KING'S PRINTER  
1920





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## INTRODUCTORY NOTE.

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The 1917 edition of "The Course of Studies for Elementary Schools" has been revised by a committee of educationists, who have tested it in the classroom and discussed its merits with leading teachers. The revision is not radical, but indicates more definitely those parts of the course which should receive particular emphasis. The teacher should follow the outline of the Course of Studies consistently in each subject, but should give each pupil a thorough training in Reading, Writing, Spelling, Oral and Written Composition, and Arithmetic, as these subjects form the basis for future progress in education.

While the whole Course is, for convenience, divided into eight grades, care should be taken to avoid a slavish adherence to the principle that a year should be devoted to the work of each grade, as such a treatment of the programme will frequently be found to work a distinct injustice to the pupils. The skilful teacher will never lose sight of the fact that, while it may be necessary to adapt this outline to the ability and power of the pupil, the progress of the pupil should never be determined by the scope of the work herein assigned for each school year.

J. T. Ross.

Department of Education,  
Edmonton, October 1, 1918.





# COURSE OF STUDIES.

## PUBLIC SCHOOLS

### GRADES I TO VIII.

SUBJECTS	I	II	III	IV	V	VI	VII	VIII	Page
*Arithmetic	x	x	x	x	x	x	x	x	7
Reading	x	x	x	x	x	x	x	x	16
*Literature	x	x	x	x	x	x	x	x	21
*Spelling	x	x	x	x	x	x	x	x	28
*Grammar				x	x	x	x	x	30
*Composition	x	x	x	x	x	x	x	x	37
*Writing	x	x	x	x	x	x	x	x	46
*History and Civics	x	x	x	x	x	x	x	x	49
*Nature Study	x	x	x	x	x	x	Agri	Agri	67
*Geography				x	x	x	x	x	84
*Geometry								x	86
*Art	x	x	x	x	x	x	x	x	88
Manual and Household Arts	x	x	x	x	x	x	x	x	91
Physical Training	x	x	x	x	x	x	x	x	100
Hygiene	x	x	x	x	x	x	x	x	119
Music	x	x	x	x	x	x	x	x	113

\*Examination Subject.





## ARITHMETIC.

### INTRODUCTION.

The subject of arithmetic, as outlined in the following course, might be roughly divided into two parts, namely, the mastery of the four fundamental processes of manipulating numbers and the application of these processes to concrete problems.

*The Four Fundamental Operations.*—The work of the first five grades deals essentially with the four fundamental operations, addition, subtraction, multiplication and division. To secure a mastery of these the teacher must make sure that the basic ideas are thoroughly grasped by the pupils when they are first presented in the form of combinations and multiplication tables in Grades I, II and III. This should be followed by systematic drill in these grades and also in Grades IV and V. An important part of this drill should be mental and oral.

Systematic tests in accuracy should be held daily, and the results recorded in such a way that the pupil is stimulated to greater effort to improve his or her own record and that of the class. There should be a definite time limit for these tests, during which intensive and vigorous work should be done by the pupils. Not more than ten minutes should be required for the test and the recording of the results. It is advisable to set aside a special period daily for these tests.

*Problem Work.*—Problems which changing social conditions have rendered obsolete should be omitted, and problems of food and clothing supply, of transportation, of buying and selling, of building, of farming and other industrial operations, etc., which represent actual conditions of the present, should be emphasized. The daily activities of the present must be drawn upon to make the problem work interesting, informational, and practical. In the solution of problems the teacher should strive to encourage originality and individuality on the part of the pupils by permitting more flexibility in the analysis of problems and by not restricting the pupils to type solutions.

### GRADE I.

#### OBJECT.

Counting of objects to 100.

Writing and the recognition of the number symbols to 100.

Study of numbers 1-10.





## OUTLINE.

*First half year.*—Counting of objects to 50. This work should be continued throughout the first half year, so that at the end of this time the child is able to measure or count accurately any number of things up to 50.

The study of the number groups 2 to 10. This should begin when the child has learned to count accurately as far as 25. The teacher should start with the number group 2 and teach each number group to 10. This work should be entirely objective and oral, and each child should be supplied with materials with which to work. (Refer to Primary Manual for list of objective material, and illustrations of teaching of number groups.)

As each number group is taught the teacher should introduce the name and symbol for this group; for example, when the number group five has been taught, the name *five* and the symbol 5 should be given to the pupils.

*Second half year.*—Continue counting with objects to 100. The number symbols to 100 should be taught. At the end of the first year the child should be able to count any number of things to 100, and also to write down the symbol for any number to 100.

Combinations and separations of the numbers 2 to 10. The basis for this work has been taught during the first half year in the study of the number groups. The combinations and separations of a number should be related; as for example, in the teaching of the number 5, all the relations 3 and 2 are 5, 2 and 3 are 5, 5 take away 3 are 2, 5 take away 2 are 3, should be taught in the same lesson. All the facts about a number should be taught before proceeding to the next number. For example, in teaching 5, in addition to the combination and separations, the pupils should be taught such facts as 2 and 2 and 1 are 5, in 5 there are two 2's and 1 over.

When the facts of any number have been taught, the teacher should show how these are represented by symbols, as

$$\begin{array}{cccccccccc}
 3 & 2 & 5 & 5 & 2 & 1 & 4 & 1 & 5 & 5 \\
 2 & 3 & -3 & -2 & 2 & 2 & 1 & 4 & -1 & -1 \\
 \hline
 & & & & 1 & 2 & & & & \\
 5 & 5 & 2 & 3 & - & - & 5 & 5 & 4 & 1 \\
 & & & & 5 & 5 & & & & 
 \end{array}$$





It is necessary in this grade to use the written signs of division and multiplication, but these operations should receive careful attention in oral work.

As each number is taught the teacher should give both oral and sight drill from the blackboard in addition columns involving the combinations which the pupils have learned. At the end of the year the pupils should be able to add rapidly and accurately any addition columns, the sum not exceeding 10.

In the manual arts work of this grade the pupils will have occasion to fold paper and divide various things into two and four equal parts. The teacher should point out to them that each part is one-half or one-fourth. In this connection the ideas of the fractional parts one-half and one-fourth are developed. There is no need to give the symbols for these fractions.

The time given to number work, including class and seat work, should not exceed 15 minutes each half day.

## GRADE II.

### OBJECT.

Counting to 1,000.

Writing and recognition of number symbols to 1,000.

Notation so as to show the place value of the units and tens digits.

Study of numbers to 25.

Addition to 50.

### OUTLINE.

A thorough review of the work of Grade I.

*Counting.*—In counting to 1,000 the pupils should be taught the sequence of tens in each hundred and the sequence of hundreds in each thousand. As the pupils learn to count from 100 to 1,000 the number symbols should be taught.

Group counting by 10's, 5's and 2's should be taken as a basis for multiplication and division. This work should lead to the pupils being able to tell how many tens there are in 60, in 20, etc., and what are seven 5's, six 2's, three 10's, etc. This work should be entirely oral and no formal table should be introduced.

All counting, including group counting, should be continued throughout the whole year.

*Notation.*—Teach writing and recognition of number symbols to 1,000. Teach the units and tens digits in the notation of numbers, and give pupils practice in interpreting notation of two digits.





*Addition.*—Combinations and separations of the numbers 11 to 25. As in the first grade all the facts about a number should be taught before proceeding to the next, but special attention should be given to such combinations as

5	7	6	9	
9	8	7	7	etc.
—	—	—	—	

The multiplication and division relations should be taught in connection with each number. This should be entirely oral and the symbolic notation for this should not be given. The combinations should be applied in rapid and accurate sight addition of single columns. The study of the numbers to 25 should be completed by the end of the first half year.

Addition to 50 based on the tables of endings (See Primary Manual for these tables.)

*Denominate Numbers.*—Teach concretely, by actual measurements by the pupils, the use, and relation of pint, quart; inch, foot and yard.

*Problems.*—Simple problem work should be taken in this grade. This should be entirely oral. No written statements should be taught or required of the pupils.

Maximum time to be spent on class and seat work 30 minutes.

### GRADE III.

#### OBJECT.

The counting of Grade II continued.

Writing and recognition of number symbols to five digits.

Notation so as to show the place value of hundreds, thousands and ten thousands digits.

Thorough mastery of addition to 100.

Subtraction, involving borrowing, of numbers of four and five digits.

Multiplication and division by numbers of one digit.

#### OUTLINE.

A thorough review of the work of Grade II.

*Counting.*—The teacher should explain the sequence of thousands in counting higher numbers.

Group counting by 4's, 3's, 6's, 8's, 9's, and 7's. As in the previous grade this is a basis of multiplication and division.





*Notation.*—Teach the meaning of the hundreds, thousands and ten thousands digits, and give the pupils practice in writing and interpreting numbers of five digits.

Teach the Roman notation to 25.

*Addition to 100.*—Rapid and accurate sight drill in adding numbers based on the tables of endings (See Primary Manual for Tables.)

Addition of numbers of two, three and four digits, involving carrying. This work should not be made too burdensome by giving long addition columns.

*Subtraction.*—A thorough drill on the separations of all the numbers from 2 to 20 should be taken before the formal work of subtraction of numbers of four or five digits is taught.

*Multiplication and Division.*—Teach the multiplication tables to 12 times 12. This work must be so presented that it serves as a basis for division. After teaching, for example, the table of six times, the pupils should receive oral drill on such relations as "How many sixes in 42, 36, 54, 32, 18, 23?" etc.

Multiplying numbers not exceeding five digits by numbers of one digit.

Short division of numbers not exceeding five digits by numbers of one digit. The teacher should emphasize the oral work in multiplication and division. Pupils weak in any process should have special drill in that process. Weekly or monthly tests should be given and the results placed where the pupils can refer to them.

*Fractions.*—Teach the simple fractions,  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ;  $\frac{1}{3}$ ,  $\frac{1}{6}$ ,  $\frac{1}{9}$ ;  $\frac{1}{5}$ ,  $\frac{1}{10}$ ;  $\frac{1}{7}$ ; by dividing groups of things into 2, 4, 8, 3, 6, 9, 5, 10 and 7 equal parts. Show the relation of these divisions to fractions, *i.e.*, dividing a number by 8 means taking  $\frac{1}{8}$  of the number. The symbols for these fractions should be taught.

*Denominate Numbers.*—Teach the relation of pint, quart, and gallon; inch, foot, and yard; ounce, pound, and hundredweight. These should not be presented in the form of tables, but the pupils should be drilled on the relations so as to develop the ratio idea. For example: In 1 gallon there are 8 pints, or 1 pint is  $\frac{1}{8}$  of a gallon; 1 gallon is 8 times one pint; 1 yard is three times 1 foot, and 1 foot is  $\frac{1}{3}$  of a yard, etc.

*Problems.*—Throughout the year the teacher should relate the work to simple concrete problems arising out of existing conditions familiar to the child. This work should be entirely oral, and no written solutions should be taught or required of the pupils.

\*Maximum time to be spent on class and seat work, 30 minutes.



## GRADE IV.

## OBJECT.

Writing and recognition of numbers to nine digits.

Roman notation to 1,000.

A thorough mastery of the four fundamental operations, addition subtraction, multiplication and division.

Problems, oral and written.

## OUTLINE

A thorough review of the work of Grade III.

*Addition.*—Addition of numbers of three, four and five digits. The pupils should be taught to check their work by adding the columns in reverse order.

*Subtraction.*—Subtraction of numbers to seven digits. This work should also be checked by the pupils.

*Multiplication.*—Multiplying numbers of four, five and six digits by numbers of two, three and four digits.

*Division.*—Dividing numbers up to nine digits by numbers of two and three digits.

In this grade the teacher should insist upon accuracy and a fair degree of rapidity in the four operations. To this end, daily practice and weekly or monthly tests should be given in the simple rules. Accuracy should not be sacrificed to speed, but a wiser use of the time limit in the practice work is advisable. The use of some good standard test is advisable. The Courtis Tests are good.

*Roman Notation.*—The aim of the teacher should be to secure facility on the part of the pupils in writing numbers up to 100, and in reading numbers up to 1,000. The chief purpose in studying Roman notation is served when pupils can readily transfer a number from Roman to Arabic notation.

*Fractions.*—The use of fractions taught in Grade III should be extended so that the pupils may become familiar with finding  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{5}{6}$ ,  $\frac{7}{8}$ , etc., of given numbers. They should be able to find  $\frac{2}{3}$  of 12,  $\frac{3}{4}$  of 20, etc. The formal teaching of fractions is not intended.

*Denominate Numbers.*—Review denominate numbers taught in Grade III, and teach the use and relation of the following: Peck, bushel; minute, hour, day. These should form the basis of the problem work of the grade and should not be presented in the form of tables.





*Problems.*—In this grade the written solution of problems should be introduced. Problems should be well graded and the work should begin with those involving but one operation. The teacher should train the pupil to interpret the meaning of the problems intelligently before attempting a written solution. Original solutions should be encouraged rather than the memorizing of certain type solutions.

Maximum time to be spent on class and seat work, 35 minutes.

## GRADE V.

### OBJECT

Accuracy and rapidity in the four fundamental operations.

Tables of weights and measures. Reduction and the Compound Rules.

Problems, oral and written.

### OUTLINE

A thorough review of the work of Grade IV.

Throughout the year the teacher should give systematic tests on the four fundamental operations for the purpose of securing greater accuracy and rapidity. Pupils leaving this grade should be able to add, subtract, multiply and divide accurately and rapidly, and have confidence in their own ability to do the work without error. This is best attained by systematic daily drill and periodical tests in the simple rules. Special drill should be given all pupils who are not up to standard. A time limit should be set on all practice and test work.

*Tables of Weights and Measures.*—Linear, square, cubic measure; measure of capacity; avoirdupois weight; tables of weights of a bushel of various articles; measure of time; miscellaneous table.

*Reduction and Compound Rules.*—The principle of reduction and of the compound rules should be thoroughly taught. Reduction through more than three denominations should not be attempted. Long written problems in the addition, subtraction and division of denominate numbers should be omitted.

*Problems.*—The practical application of denominate numbers, including areas and volumes; simple business and household problems.

Maximum time to be spent on class and seat work, 40 minutes.





## GRADE VI.

## OBJECT

The study of fractions. The application of the four fundamental operations to fractional numbers.

Fractional notation—common fractions, decimal fractions and percentage.

Problems.

## OUTLINE

A thorough review of the work of Grade V with special emphasis on denominate numbers, fractional parts, and the notation system.

*Common Fractions.*—Addition, subtraction, multiplication, and division. This work should be related to the simpler fractions, that is, such fractions as  $\frac{2}{3}$ ,  $\frac{3}{4}$ ,  $\frac{5}{6}$ ,  $\frac{7}{8}$ , etc. Fractions with the larger denominators should be presented in order that the pupils may gain an idea of these, but the pupils should not be required to apply the four operations to fractions with denominators of more than two digits. The pupils should not be burdened with the formal work in the highest common factor and least common multiple of numbers not readily factored, since the terms of fractions in practical use are relatively small and are easily factored.

*Decimal Fractions.*—These should be presented as an extension of the notation system to express fractional parts. After the idea of the decimal fraction has been made clear, considerable practice should be given in the reading and writing of decimals. Comparison of decimal fractions without reducing them to common fractions. Addition and subtraction of decimal fractions. Reduction of common fractions to decimal fractions. In this grade the work in decimal fractions should not be developed beyond the thousandths.

*Percentage.*—This should be presented as a continuation of fractions. The pupils should be given considerable practice in the interpretation of fractional parts as common fractions, decimal fractions and percentages: for example, it should be made clear that  $\frac{1}{4}$ , .25 and 25% express the same fractional idea. The following relations should receive careful drill:

$$\begin{aligned} 50\% &= \frac{1}{2}; 25\% = \frac{1}{4}; 10\% = \frac{1}{10} \\ 33\frac{1}{3}\% &= \frac{1}{3}; 66\frac{2}{3}\% = \frac{2}{3}; 12\frac{1}{2}\% = \frac{1}{8} \\ 20\% &= \frac{1}{5} \end{aligned}$$

All other percentage forms should be used in the decimal form.

*Problems.*—Practical problems based on denominate numbers; application of linear, square, cubic and board measure, and data arising from



the pupil's experience; concrete application of common, decimal and percentage fractions. Pupils in this grade should increase their speed and accuracy in the simple rules. Daily practice is still necessary, especially for backward pupils. Give frequent standard tests and report the results to the pupils. Continue the time limit.

Maximum time to be spent on class and seat work; 45 minutes.

## GRADE VII.

### OBJECT

The study of decimal fractions and percentage with concrete applications of these.

### OUTLINE

A thorough review of the work of Grade VI with special emphasis on common fractions, decimal fractions and percentage.

*Decimal Fractions.*—Continue the decimal fraction notation to five places. Teach multiplication and division of decimal fractions.

*Percentage.*—The teacher should give a thorough drill in expressing percentages as decimal fractions, and decimal fractions as percentages, without first reducing these to common fractions, for example:

$$7\% = .07; 8\frac{1}{2}\% = .085; \frac{3}{4}\% = .0075, \text{ etc., and} \\ .9 = 90\%; .015 = 1\frac{1}{2}\%, \text{ etc.}$$

Teach the following fundamental ideas of percentage as a basis for the practical application of the subject:

1. How to find the given per cent. of any number; *e.g.*, 7% of 480 is .07 times 480; 12% of 620 is .12 times 620, etc.
2. How to find what per cent. one number is of another; *e.g.*, "6 is what % of 20?"; "8 is what % of 15?", etc.
3. How to find a number when a certain per cent. of it is known, *e.g.*, "14% of a given number is 84, what is the number?" etc.

*Applications of Percentage.*—Loss and Gain; Trade Discount, using a single discount; Simple Interest.

All problems should be adjusted to present day activities, and should be in harmony with actual business and industrial practice. Daily practice on the simple rules is profitable in this grade until every pupil reaches a reasonable standard of speed and accuracy. Frequent tests are





an incentive to the pupils and a guide to the teacher as to the members of the class who require extra drill, and those who are up to standard and may be partly or wholly excused from the daily drill.

Maximum time to be spent on class and seat work, 45 minutes.

## GRADE VIII.

### OBJECT

Mastery of percentage and its modern applications.

Square Root; Elementary Mensuration; Metric System.

### OUTLINE

A thorough and comprehensive review of the work of the previous grades.

*Applications of Percentage.*—Loss and Gain; Trade Discount, involving two and three successive discounts; Selling Commission; Buying Commission; Insurance (only the common types of property and personal insurance should be taught); Taxes; Duties; Simple Interest; Bank Discount; Compound Interest (not involving more than three calculations).

*Square Root.*—Teach the principles of Square Root, but do not make the work too burdensome.

*Mensuration.*—Rectangle; Triangle—right, equilateral and isosceles; Circle; Rectangular Solid; Cube; Cylinder.

*Metric System.*—The teaching of the Metric System should be restricted to the units in common use. As most of the number work of actual life is confined to the use of the four fundamental operations, systematic practice and regular tests should be continued. Pupils who reach the grade standard (see the Curtis Standard Tests) may use the drill periods in other work.

### TEACHERS' HELPS

- “The Teaching of Arithmetic” (Paul Klapper).....Appletons, Chicago.  
 “The Curtis Standard Tests in Arithmetic”.....S. A. Curtis, Detroit, Mich.

### READING

*Reading in the Elementary School.*—The bearing of Reading on the progress of the pupil in all other studies in the Public School makes it the most important subject of the school course. The emphasis to be





placed upon it as an instrumental study is very great in the first two or three years of school. In view of this, there is need of very careful teaching in the primary grades in order to develop a simple vocabulary and put the child in possession of the knowledge of elementary symbols by exercise in their recognition and use.

*Primary Reading.*—There are three methods employed in teaching reading during the first year of school. These are the thought, word and phonic methods. The interest necessary to the right beginning of primary teaching is given by the use of stories, rhymes, games and pictures, and by the suggestion that the power to read is a means by which the child may learn more about these things for himself. The thought and word methods precede the phonic method, but it is unimportant whether the thought method precedes the word method or comes after it. In the use of either the sentence or the single word, the essential point in teaching is the association of word-symbol with the thing or action, and the interest may be as great in one case as in the other. The usual method of dealing with the sentence is to write it on the blackboard and have the whole thought repeated a number of times before proceeding to drill on individual words. In using the word method, the words taught should deal with concrete actions or objects, such as *run, sit, jump, pencil, desk, book, man, pen*, etc. When words have been taught they should be built into normal expression, such as: *Run to the desk; John has a book*; etc.

It is rather difficult to determine the amount of time to be spent in word and sentence study before beginning phonic analysis, but it should be introduced before the vocabulary becomes so large as to tax the memory of the child. The method of procedure is for the teacher to begin by the slow sounding of the word in order to train the ear of the child to discover that words are made up of a number of separate sounds. This is followed by the writing on the blackboard of the letters that stand for the sounds and the association of the sounds with the symbols that stand for them. The next step is the building of words from the sounds learned.

Phonic drill should be given daily, and a systematic progression followed in the introduction of the sounds of the letters. The short sounds of the vowels in combination with the consonant sounds except *q, x* and *z*, come first. These are followed by the long vowel sounds and consonant combinations. The primer should not be put into the hands of the child until the vocabulary of the first twenty-five pages has been covered and the child has become fairly expert in making out words by phonics, so that the first lessons in the primer will be easy for him. The blackboard should be used exclusively in early teaching and in the forestalling of difficulties presented in the primer. The symbols should be in script, and diacritical marks should not be employed.



The teacher should demand correct expression from the first. Word-naming is not reading. The child should be trained to grasp the group of words at sight, that is, to think the meaning of the individual words and of the whole sentence before reading it aloud. This should apply to all of the material of the primer at the end of the first year. An important aid to expression and interest is the employment of dramatization whenever the lessons of the primer lend themselves to it. Facility in reading should be increased by covering at least two primers in sight reading.

Phonetic work should be continued through the second year. Sounds should be grouped as far as possible and vocabulary built up by groups on the principle of similarity of form, ending, etc. Word drill should precede all reading. Careful attention should be given to expression. Memorization should be extended beyond the poems found in the reader. "The Child's Garden of Verse" contains suitable material for this work.

*Reading in the Other Grades.*—By the time pupils have reached the third or fourth year of school they will have overcome most of the mechanical difficulties of reading and will have begun to find pleasure in the reading for the sake of the story, independent of teaching. The teaching should be of such a nature as to place emphasis upon content for the sake of enkindling a love of good literature. The second reader of the authorized series distinctly emphasizes the story idea; in it and in many other books there is much good literature suitable for this period. The desire to impart to others should be encouraged as appreciation grows. The memory of children may be freely exercised on suitable passages of both verse and prose. The exercise, however, should be a pleasure rather than a task.

In the Seventh and Eighth Grades increased attention should be paid to reading as an art. Pupils of the senior grades of the elementary schools are commonly hampered by diffidence and self-consciousness. Expression must be cultivated by the light of enlarged understanding, feeling and imagination resulting from an appreciation of the higher content of literature. On the formal side expression should be improved by careful drill on selected passages in relation to clear enunciation, flexibility, emphasis, etc. The capacity for self-criticism in the pupil should be made use of, but the chief factor in securing the best results is the enthusiasm and taste for good literature in the teacher.

*Use of Supplementary Reading.*—The list of books for supplementary reading is purposely made rather complete. In the lower grades the supplementary work must necessarily be largely under the direction of the teacher. All the books named may not be used, but such as are not used in class are likely to be useful material for the teacher. The list is





intended to suggest suitable material for the enlargement of pupils' literary experiences and enjoyment. The teacher should be interested to the extent of personally possessing the books read by the pupils and should encourage them by brief class or individual discussion of what they are reading. In the building up of the school library, teachers should see that all supplementary works are made available to pupils.

### OUTLINE OF COURSE.

#### GRADE I.

*First Half of Year.*—The first lessons in reading should be constructed by the teacher and taught from the blackboard. These will consist of interesting sentences, action words, names of objects in and about the school room, names of children, colors, and simple rhymes. At the end of six weeks the child should be able to recognize forty or fifty written words.

*Phonics.*—Single consonant sounds in combination with short sounds of vowels; then long sounds of vowels and simple consonant combinations. The order of taking up the phonics suggested in "The Alexandra Phonic Primer" may be followed. Much helpful material along the line of method will be found in the Primary Manual, pages 29 to 33 inclusive.

*Second Half of Year.*—Continued study of Phonics. Continue work in Phonic Drill. Finish reading "The Alexandra Primer." For methods of using see "The Handbook to the Alexandra Readers." Read as many supplementary primers for sight reading as possible.

Reading and its kindred language subjects should occupy most of the child's time during the first year.

#### GRADE II.

"First Reader" (Alexandra Series). Continue the work in Phonic Drill, using such phonograms as *ce, ge, tion, sion, ink, wr, ful, ure, re*, etc.

Thorough word-drill should precede the reading lesson.

Much attention should be given to expression.

#### GRADE III.

"Second Reader" (Alexandra Series).

Thorough word-drill should be given before reading. Exercises should be given for the purpose of securing distinct articulation, clear enunciation, ready control of the vocal organs, correct emphasis and inflection and a pleasing quality of the voice. Train pupils to under-



stand the thought and feeling of the lesson as a basis for expression. Encourage pupils to read for the purpose of giving pleasure to others. Many selections lend themselves to dramatization, which has a distinct value in securing expressive reading.

#### GRADE IV.

"Third Reader" (Alexandra Series), to page 195.

Mastery of thought and of the pronunciation of words should be insisted upon as a preparation for the oral reading of the lessons.

#### GRADE V.

Complete the "Third Reader" (Alexandra Series).

Continuation of work indicated in the Course of Study for the preceding year.

#### GRADE VI.

"Fourth Reader" (Alexandra Series) to page 202.

Intelligent understanding to be insisted upon as a basis for expressive reading. Meaning of words, phrases, clauses and sentences must be clear to the pupil in order that he may read intelligently. Pupils should be encouraged to read books from the library for pleasure as well as for information. Discussion of books read outside of school should be taken.

#### GRADE VII.

Complete the "Fourth Reader" (Alexandra Series).

Follow the same line of work as for Grade VI with regard to an intelligent understanding of the material for reading in words, phrases, clauses and sentences. Give attention to the private reading of the pupils.

#### GRADE VIII.

Selections from the prescribed reader for Grade VIII departmental examinations. A general knowledge of the Literature of the text. The same formal teaching as in Grade VII with respect to the art of reading should be given.

#### SUGGESTED TEACHER'S HELPS

- "Teaching to Read" (Turner) ..... American Book Co., New York.
- "Special Method in Reading" (McMurry) ..... The Macmillan Co. of Canada, Toronto.





- "Reading in Public Schools" (Briggs & Coffman) ..... Row, Peterson & Co., 623 S. Wabash Ave., Chicago.
- "Interpretation of the Printed Page" (Clark) ..... Row, Peterson & Co., 623 S. Wabash Ave., Chicago.

## LITERATURE

The study of Literature follows closely the mechanical mastery of the printed page. When the child has learned to read, he is immediately interested in trying out this new found power. He soon exhibits preference for certain types of material and a distaste for others. It is the place of the school to bring him into contact with such literature as is suited to his interests and needs, as will give him pleasure and keep before him desirable ideals.

The aim in teaching Literature is threefold: (a) to enable the child to attain the fullest self-development of which he is capable; (b) to put him in possession of that great portion of his spiritual heritage which has been written in books; and (c) through skilful teaching and wise selection of materials to establish in him a taste for the best, and the ability to choose wisely.

In the lower grades, where children can do little reading themselves, the work is done principally by means of stories told by the teacher. The outlines which follow give some idea of how varied these stories should be in scope and character. While, in general, the teacher's taste in the choice of selections for study will be the best guide, yet it is well at times to allow the children to make their own choices. The poem or story which arouses the emotions and sympathies of the teacher is certain to be interpreted with such a warmth of feeling as to make instant appeal to the sensitive children. In this way is revealed to the class, through a sympathetic interpreter, beauty of thought or feeling or language or rhythm or story or character.

This presupposes that the study of Literature is not a part of the reading lesson. The two are quite different; and while it will frequently happen that the teacher may wish to use the selection for both purposes, the two cannot be handled successfully in the same period. Reading usually means daily practice with each grade taken individually. Literature, on the other hand, may be taken once or twice a week with the school in two divisions, junior and senior, or at most three divisions, primary, intermediate and senior.



Favorite selections will be memorized in each grade. This list will vary with the class, with individual preferences and with the teacher's purpose. Selections previously memorized will be reviewed and new ones added, that the children may gradually have their minds stored with some of the treasures which go to make up the heritage of humanity.

The course as outlined is only suggestive, and it is hoped that teachers will omit and substitute according to their tastes and needs. Not all the selections in the Readers are either intended or suitable for use as Literature. When those which are suitable have been exhausted, it is expected that the teacher will make use of other sources.

### OUTLINE OF COURSE

#### GRADE I.

*For Memorization* (see Primary Manual):

Nursery Rhymes, as "Miss Muffett," "Jack and Jill," "Little Boy Blue," "Bo-peep," "Curly Locks," (about 15).

"Sing Song," by Christine Rossetti, as: "If I Were Queen," "Eight o'Clock," "Three Plum Buns," etc.

"Little Folk Lyrics," by Frank Dempster Sherman, as: "Song for Winter," "Hide and Seek," "Snow Flakes," etc.

From "Hiawatha Primer," as: "Firefly Song," "Cradle Song."

*For Story-Telling:*

Nursery: "Cinderella," "Red Riding-hood," "Silverlocks," "Three Pigs," "Pig Brother," "Gingerbread Man," "Briar Rose," "Sleeping Beauty," "Little Red Hen."

Bible: Moses, Samson, David and Goliath, Daniel in Lion's Den, Joseph and his Coat, the Birth of Christ.

*For Supplementary Reading:*

"Rhyme and Story Primer".....D. C. Heath & Co., Boston.

"McClosky Primer" .....Ginn & Co., Chicago.

"Free and Treadwell Primer" .....Row, Peterson & Co.

"Heart of Oak Primer" .....D. C. Heath & Co., Boston.

"Ontario Primer" .....T. Eaton Co., Toronto.

"Werner Primer" .....American Book Co., New York.

"Aldine Primer" .....Newson & Co., New York.

"Thought Reader" .....Ginn & Co., Chicago.

"All About Peter Rabbit" .....Houghton, Mifflin & Co., Boston.

"Little Black Sambo" .....Houghton, Mifflin & Co., Boston.





"Riverside Primer" ..... Houghton, Mifflin & Co.,  
Boston.

"Gordon Primer" ..... D. C. Heath & Co., Boston.

Action, Imitation and Fun Series:

"The Three Kittens" .....	}	Educational Publishing Co., Chicago.
"The Three Pigs" .....		
"Red Riding-hood" .....		
"The Three Bears" .....		
"The Little Red Hen" .....		
"Jack and the Beanstalk" .....		
"Puss in Boots" .....		
"Hop O' My Thumb" .....		
"Bow-wow and Mew-mew" .....		
"Reynard the Fox" .....		
"Tom Thumb" .....	}	Educational Publishing Co., Chicago.

## GRADE II.

*For Memorization* (see Primary Manual):

"The Child's Garden of Verse," by R. L. Stevenson (as many poems as possible).

"First Reader": "Morning Hymn," "The Rainbow," "Little Things," "Pussy Willow," "The Brown Thrush," "The Bird and the Baby," "The Clucking Hen," "Dainty Little Dandelion," "He Prayeth Well."

*For Story Telling* (see Primary Manual):

Nursery: "Puss in Boots," "Jack and the Beanstalk," "Tom Thumb," "The Little Half Chick," "The Shoemaker and the Elves," "The Cat and the Parrot."

"First Reader": "The Dog in the Manger," "The Boy Who cried 'Wolf!'," "Bell the Cat," "The Fox and the Crow," "The Country Mouse and the City Mouse," "The Old Woman and her Pig," "The Goose and the Golden Eggs," "The Pin and the Needle," "Chicken Little."

History: See outline for Grades I and II.

*For Supplementary Reading:*

"Art Literature Series" (Book I).....Atkinson, Mentzer & Grover,  
Chicago.

"Heart of Oak Series" (Book II).....D. C. Heath & Co., Boston.

"Hiawatha Primer" .....Houghton, Mifflin & Co.,  
Boston.

Cyr's "Dramatic First Reader" .....Ginn & Co., Chicago.

"Child's Garden of Verse" .....Rand McNally Co., Chicago.



- "First Reader" (Free & Treadwell).....Row, Peterson Co., Chicago.  
 "Progressive Road to Reading" .....Education Book Co., Toronto.  
 "Golden Rule" (Book I) .....Macmillan Co., Toronto.  
 "Reynard the Fox" .....American Book Co., New York.  
 "So Fat and Mew-mew" .....D. C. Heath & Co., Boston.  
 "Little Eskimo" (W. R. Smith).....A. Flanagan, Chicago.

### GRADE III.

#### *For Memorization:*

- Eugene Field: "Gingham Dog," "Rockaby Lady," "Japanese Lullaby," "Sugar-plum Tree," "Hush-a-bye Sweet," "Little Boy Blue."  
 Whitecombe Riley: "Nine Little Goblins," "Man in the Moon," "The Lugubrious Wing-Wang."  
 "Second Reader": "September," "A Boy's Wish," "Sweet and Low," "A Visit from St. Nicholas," "Seven Times One," "March," "Robert of Lincoln," "A Boy's Song," "Wynken, Blynken and Nod," "Pippa's Song."  
 "Poems Every Child Should Know": "The Owl and the Pussy Cat," "The Rainbow," "Old Grimes," "Ingratitude," "The Noble Nature," "Abou Ben Adhem."

#### *For Story Telling:*

- Fairy: "The Goose Girl," "Snow-White and the Seven Dwarfs," "The Frog Prince," "The House in the Wood," "Hans and Gretel," "The Tinder Box," "Rumpelstiltskin," "The Princess and the Pea," "The Ugly Duckling."  
 "Second Reader": "The Golden Touch," "The Tin Soldier," "The Lazy Dog," "The Pied Piper of Hamelin," "The Knights of the Round Table," "The Story of Sir Galahad."  
 General: "The Fox and the Turkey Tree," "Jairus' Daughter," "Dust Under the Ring," "How the Whale Got his Throat," "The Elephant's Child."  
 History: "Stories of Heroes" as assigned for this grade.

#### *For Supplementary Reading:*

- "Merry Animal Tales" .....Little, Brown & Co., Boston.  
 "Children of Palm Lands" .....Educational Publishing Co., New York.





"Little People of Japan" .....	A. Flanagan, Chicago.
"Seven Little Sisters" .....	Ginn & Co., Toronto.
"Golden Rule" (Book II) .....	Macmillan Co., Toronto.
"Child Classics" (Book III) .....	Bobbs Merrill Co., Indianapolis.
"Heart of Oak" (Book III) .....	D. C. Heath & Co., Boston.
"Stories Mother Nature Told" .....	Ginn & Co., Boston.
"The Adventures of Pinocchio" .....	Ginn & Co., Boston.
"Just So' Stories" .....	Macmillan Co., Toronto.
"Nights with Uncle Remus" .....	American Book Company.
"Black Beauty" .....	Rand McNally, Chicago.

#### GRADES IV AND V.

##### *For Memorization:*

"Alice in Wonderland": "How Doth the Little Crocodile?" "You are Old, Father William," "Speak Roughly," "Will You Walk a Little Faster?"

Tennyson: Selections from "Idylls of the King" which fit in with the stories of chivalry as: "The Coming of Arthur," "His Crowning," "Excalibur," "The Wedding Song," "The Holy Grail," "Death of Arthur."

"Third Reader": "Song of the Golden Sea," "The Eagle," "Before the Rain," "The Brook Song," "Lullaby of an Infant Chief," "The Owl," "Golden Rod," "A Wet Sheet," "The Twenty-third Psalm," "The March of the Men of Harlech," "The Brook" (Tennyson), "The Wreck of the Hesperus," "Bruce and the Spider," "John Gilpin," "The Earth is the Lord's."

(N.B.—Where long poems are mentioned only parts are intended to be memorized.)

##### *For Story Telling:*

Fable: "The Boy Who Cried 'Wolf!'" "The Frog and the Ox," "The Goose and the Golden Eggs," "Sun and Wind," "Fox and Cheese."

Myth: "Odin's Eye," "Apples of Idun," "Baldur the Beautiful," "Prometheus," "Orpheus," "The Miraculous Pitcher," "Persephone," "The Gorgon's Head," "The Golden Apples."

Chivalry: "Arthur and his Sword," "Lancelot," "Siegfried," "Beowulf," "St. George and the Dragon," "Bayard," "Roland," "Robert of Sicily," "Robin Hood."



*From Third Reader for Literature Lessons:*

"The Golden Windows," "A Miser's Treasure," "The Splendor of the Days," "Webster and the Woodchuck," "The Last Lesson in French," "The Minstrel's Song," "The Wounded Curlew," "The Gold and Silver Shield," "The Walker of the Snow," "The Frog Travellers," "A Child's Dream of a Star," "Pussy Willow," "Lucy Gray," "Hiawatha's Friends," "We are Seven," "John Gilpin," "Singing Leaves," "Daffy-down-dilly," "Lord Ullin's Daughter."

*For Supplementary Reading:*

"Alice in Wonderland" ..... Macmillan Co., Toronto.  
 "Through the Looking Glass" ..... Macmillan Co., Toronto.  
 "Adventures of Ulysses" (Lamb)..... D. C. Heath & Co., Boston.  
 "Poems Every Child Should Know"..... Grosset, Dunlop, New York.  
 "Heroes Every Child Should Know"..... Grosset, Dunlop, New York.  
 "Robinson Crusoe" ..... Macmillan Co., Toronto.  
 "King of the Golden River" ..... D. C. Heath & Co.  
 "Red Fairy Book" ..... Longmans, Green, New York.  
 "Little Lame Prince" ..... D. C. Heath & Co., Boston.  
 "Krag and Johnny Bear" ..... Scribner.  
 "A Wonder Book" ..... Macmillan Co., Toronto.  
 "Ivory Gate" (Book III) ..... J. M. Dent, Toronto.  
 "Golden Rule (Book III) ..... Macmillan Co., Toronto.  
 "Birds' Christmas Carol" (Wiggin)..... Houghton Mifflin Co., Boston.  
 "The Water Babies" Kingsley)..... Houghton Mifflin Co., Boston.

## GRADES VI AND VII.

*For Memorization:*

"Fourth Reader": "A Canadian Boat Song," "Miriam's Song," "Love of Country," "Dickens in Camp," "The Charge of the Light Brigade," "The Unnamed Lake," "Home They Brought Her Warrior Dead," "The Bugle Song," "The Daffodils," "Lead, Kindly Light," "The Beatitudes," "'Tis the Last Rose of Summer," "To-Day," "Jacques Cartier," "Bless the Lord," "La Marseillaise," "Rule Britannia," "Ye Mariners of England," "Ode to the Brave," "The Torch of Life," "General Brock."  
 "Poems Every Child Should Know": "Crossing the Bar," "My Old Kentucky Home," "I Remember," "Horatius at the Bridge," "Abide with Me," "Annie Laurie," "Sir Galahad," "Forsaken Merman," "Sands o' Dee," "On His Blindness."





*For Story Telling:*

Great Short Stories for Study: "The Christmas Carol," "The King of the Golden River," "Gideon" (Bible), "Wee Willie Winkle" (Kipling).

History: "Richard I," "Black Prince," "Wallace," "Drake," "Napoleon," "Nelson," "Florence Nightingale," "Frances Willard," "Edith Cavell."

*From Fourth Reader for Literature Lessons:*

For Character: "The Moonlight Sonata," "The Child of Urbino," "King Hacon's Last Battle," "The Archery Contest," "The Great Stone Face," "Gluck's Visitor," "Moses goes to the Fair."

For Story: "Doubting Castle," "Escape from a Panther," "Inchcape Rock," "The Cruise of the Coracle," "The Battle of the Baltic," "The Heroes of the Long Sault," "Vision of Mirza," "Burning of Moscow," "The Death of Nelson," "Edinburgh after Flodden," "Lady Clare."

General: "Lochinvar," "The Song My Paddle Sings," "Step by Step," "The Prairies," "How They Brought the Good News," "Don Quixote," "The Battle of Blenheim," "The Coyote," "General Brock," "The Locksmith of the Golden Key."

*For Supplementary Reading:*

"Treasure Island" .....	Macmillan Co., Toronto.
"Little Women" .....	Grosset & Dunlop, New York.
"Children's Treasury of Golden Verse" .....	Macmillan Co., Toronto.
"Captain January" .....	Dana Estes & Co.
"Tom Brown" .....	Macmillan Co.
"The Odyssey" .....	Macmillan Co.
"Gulliver's Travels" .....	Macmillan Co.
"Ivory Gate" (Book IV) .....	Dent & Sons, Toronto.
"Golden Rule" (Book IV) .....	Macmillan Co., Toronto.
"Rebecca of Sunnybrook Farm" .....	Grosset & Dunlop.
"With Roberts in Pretoria" .....	Blackie & Sons.
"Thirty More Famous Stories" .....	American Book Co.
"The Nurnburg Stove" .....	Educational Publishing Co., Chicago.
"The Kentucky Warbler" .....	Educational Publishing Co., Chicago.



"Two Little Savages" .....	Educational Publishing Co., Chicago.
"Puck of Pook's Hill" .....	Macmillan Co.
"Swiss Family Robinson" .....	Macmillan Co.
"Anne of Green Gables" .....	Macmillan Co.

### GRADE VIII.

The Literature for this Grade is selected from the prescribed Reader and published from year to year. These selections are used as the basis for the tests of the Departmental examinations.

#### *For Supplementary Reading:*

"The Adventures of Billy Topsail" (Duncan) .....	Houghton Mifflin Co.
"Red Cloud" (Butler) .....	Macmillan Co.
"King Arthur Stories" (Pyle) .....	Scribners.
"Heart of the Ancient Wood" (Roberts) .....	Grosset & Dunlop.
"The Deerslayer" (Cooper) .....	J. M. Dent & Sons.
"Twenty Thousand Leagues Under the Sea" (Verne) .....	J. M. Dent & Sons.
"Jean Valjean" (Hugo) .....	Ginn & Co.

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### SPELLING

Spelling has been receiving much attention during the past few years. List after list of difficult words has been compiled and many scales of measurement devised for testing the results of teaching this subject. These tests seem to show that better results are obtained when the lesson is taught in school than when the child studies it at home. They have also established the fact that there is a great economy of time in the former method. Because of the close concentration demanded, as much is accomplished in ten minutes of class study as the child, left to his own devices, accomplishes in double that time.

The number of new words taught in each lesson should be small—not over three or four in the lower grades and never more than seven or eight in the upper grades. Where the words are difficult, the number may be made still smaller. Teachers are urged to prepare standard lists of words commonly misspelled, for each grade, and to use these for drill purposes. In this way, time devoted to spelling may be used to better advantage than in spelling numbers of unrelated words quite





foreign to the experience and interests of the children. From Grade III on, the material for spelling should be closely related to the composition work of the pupils and be selected from all the subjects of study. The method of teaching spelling in vogue in the Normal Schools of the Province is as follows:

1. Write the words on the blackboard, one at a time, and teach in accordance with the following plan:

(1) While writing the word, *pronounce* it distinctly.

(2) Develop the *meaning* orally, either by calling for a sentence using the word, or by giving its definition.

(3) Have pupils divide the word into syllables and then spell orally by syllables. Have them indicate the part of the word which presents difficulties and identify parts they already know.

(4) Have pupils write the word, pronouncing it softly as they write.

(5) Allow the class a moment in which to look at the word again and then have them try to close their eyes and visualize it. Other similar device may be used to fix the form of the word in the mind. Have considerable repetition, both oral and written.

II. After the various words of the day's lesson have been studied in this way, allow a few moments for studying again the whole list, suggesting that each pupil emphasize the words he thinks most difficult. This time should be limited so that every pupil will attend vigorously and intensively. Call upon pupils individually and in concert to spell the whole list without looking at the board. Refer them to the board again when they hesitate.

III. Erase all words from the blackboard and dictate to the class, using each word in a sentence first, then pronouncing it distinctly alone.

### OUTLINE OF WORK

#### GRADE I.

Drill upon phonic elements.

Building of word lists with phonograms—*at, an, in, etc.*

#### GRADE II.

Formal spelling, using material from Reader.

Word-building exercises.

Oral spelling of words from Reader.

Writing of easy sentences from dictation, on blackboard and with pencil.



## GRADE III.

Formal spelling in relation to Reader and work in composition.

Sound and pronounce, spell and pronounce words of Reader by inspection.

Copying sentences from Reader and blackboard.

Easy names of familiar objects in the school room.

Continuation of language and spelling exercises in this material.

Easy homonyms, synonyms and antonyms—lists preserved for drill!

## GRADE IV.

Continuation of spelling from Reader and from material of the other subjects of the curriculum.

Dictation as a test of previous work—training in the use of the dictionary in relation to syllabication and accent.

Frequent reviews of lists of commonly misspelled words.

## GRADES V AND VI.

Continuation of exercises in spelling and dictation based on the Reader and other materials suggested above—use of dictionary.

Teach reading of diacritical marks.

## GRADES VII AND VIII.

Word-building—Study of derivation and composition from easily understood examples. Common prefixes and suffixes and their significance—application—analysis of meaning of English words derived from Latin on basis of significance or root, prefix and suffix forms. Common abbreviations.

## GRAMMAR

## INTRODUCTION

Through the first three grades in school, the language lessons have had to do with the substance of language with the end in view of developing freedom of expression and correct habits of speech, according to standard usage. Many rules of form have become implicitly the child's possession through everyday use and observation of what he hears and reads. It is now time to begin, little by little, to organize





this knowledge of the forms of language and to make it explicit. Even in the fourth year we can begin working out definitions and giving closer attention to the study of words and their uses and relations in sentences. The following suggestions may serve to emphasize the method of approach for each step of this more formal language training:

#### GRADES IV AND V.

Avoid any indefinite use of words at first—*e.g.*, of pronouns.

In teaching enlargements or modifiers, make no distinction between single word, phrase and clause, except the obvious distinction between word and word-group. Teach function, not structure; determine classification of words always in the light of context. Beware of suggesting that words are fixed in their uses.

Use, at first, terms naturally suggested by word-functions. Avoid technical terms that belong to more advanced grades.

Develop the principles already implied in composition exercises.

Consider carefully the appropriate or strategic point at which new terms and classifications are to be introduced. Thus, there is no motive or apperceptive basis for the conjunctive pronouns and adverbs until subordinate clauses have been taught.

#### GRADE VI.

*Case*.—Approach through pronouns as the difference in form will aid in showing difference in relation.

*Number, Gender, Comparison* offer easy and interesting work in observation and induction; the pupils may be led to work out their own lists.

*Tense* involves two ideas—time and completeness. Teach in this grade the three simple time forms and the variations of these to denote progress, emphasis, etc. Thus: *I run; I am running; I do run; I ran; I was running; I did run.*

*Mood*.—Pupils know the statement and the command sentence forms. Teach now the wish, or contingent form, as "Long live the King!" "Heaven help us!" Here, again, difference in form leads to an observation of difference in function. Confine first lessons on the subjunctive to independent sentences.

#### GRADES VII AND VIII.

Review carefully earlier general classification as a basis for fuller analysis and for new divisions, as in concrete and abstract nouns.



*Tense.*—The compound tenses. Develop the idea of completeness and incompleteness as relative matters. That is, the force of the past, present and future perfect tenses can be intelligently grasped only by viewing in relation two distinct occurrences, one appearing as *being, having been, about to be*, complete or incomplete from the standpoint of the other. Exercises in sequences of tenses help to make these relations clearer. Thus: Compare “I reach home at last, but my friends have gone,” and “I reached home at last but my friends had gone.”

*Mood.*—Teach the various uses of the subjunctive in subordinate clauses, after *if, though, that, unless*, etc. Compare indicative and subjunctive in such forms, as,

If he be here	}	let him answer
If he is here		
Since he is here		

*Infinitives and participles.*—Show the double function of these forms, *i.e.*, the verb as a noun and the verb as an adjective.

Avoid dwelling on such distinctions as the adjectival and the participial functions of, *e.g.*, the word “sparkling” in “The Sparkling water gladdened the traveller’s heart,” and “The water, sparkling in the sunlight, gladdened the traveller’s heart.”

Below Grade VIII there is very little profit in attempting to teach the grammar of the infinitive. Let the correct use of infinitive forms depend on exercises in composition. Teach nothing, the need for or use of which has not been realized. Let the principle of development be that of meaning, function and relation, not that of form and structure. A solid foundation, inductively established on this principle in the earlier grades, will allow much more rapid and real advance in the higher grades.

The following statement shows the detailed work for each grade:

#### GRADE IV.

Review classes of sentences—statement, command, request.

Very little, if any, formal grammar in this grade, but the *whole subject* and the *whole predicate*, as the two essential parts of the sentence, may be made clear by careful questioning. Beginning with sentences of uniform arrangement, the exercises should proceed to sentences of somewhat different construction, so that the pupil does not get the idea, for example, that the subject is always found in the first words of a sentence. But this work should be confined to statement sentences.



The following types of sentence illustrate the procedure suggested above:

- (a) The lark sang sweetly.
- (b) The current carried the boat out to sea.
- (c) Just then the boys came into the garden.
- (d) On a dark rugged cliff stood the Monastery of Whitby.

At first the teacher should be careful that the grammatical subject and "what the sentence talks about" are the same. Do not begin with such sentences as "I see the train coming" where "I" is the subject but not what the pupils would say the sentence "is talking about".

*Name words* as the essential words in the subject.

*Predicate words*: Words denoting action (*e.g.*, *run*), or experience (*e.g.*, *see*, *think*).

*Pronouns*—words taking the place of name-words, to avoid repetition.

#### GRADE V.

Review of sentence elements taught in Grade IV.

Whole subject, whole predicate, subject words, predicate words.

Enlargements:

(a) Of the subject word; word or word-group enlargement; the simple adjective.

(b) Of the predicate word; word or word-group enlargement; the simple advèrb.

Enlarge short sentences by asking questions as suggested in introduction to composition.

Connecting Words:

(a) Simple conjunctions: *and*, *but*, *or*, etc.

(b) Prepositions: Expressing position in, motion to or from, time when, in company with, by means of, and other simple concrete relations.

Words of double or multiple function: Words used with different functions at different times, *e.g.*, *fast* (adj. and adv.); *ride* (noun and verb).





Elements of classification:

- (a) Nouns      (1) General or common.  
                  (2) Particular or proper.
- (b) Pronouns    (1) Simple or personal.  
                  (2) Question or interrogative.

Note.—Defer teaching connective pronoun until complex sentence is taken up.

- (c) Adjectives: Function and relation; what they tell about the noun or pronoun.
- (d) Adverbs: Function and relation; what they tell about the predicate.
- (e) Verbs:      1. Requiring some word or word-group to make up the whole predicate.  
                  2. Not requiring any such completing word or word-group.

Note.—Make clear at this point the distinction between a completing and an enlarging word or word-group.

Further examples of conjunctions. Explain co-ordinating conjunction.

Further examples of words of double function.

Exercise in distinguishing sentence-elements by their function.

Exclamatory sentences and exclamatory words.

## GRADE VI.

Review of classification taught in Grade V.

Adjectives: Descriptive, quantitative.

Adverbs: Simple—time, place: interrogative.

Different ways of completing the predicate: Complement and object.

Note.—At this point the distinction between subject and object, and between transitive and intransitive verbs may be made clear.

Form of verb “be” as always requiring subjective complement.

Differences in form to denote differences in relation.



## Inflection :

## (a) Nouns and pronouns: case.

1. The subjective relation: nominative.
2. The object relation: objective.
3. The possessive relation: possessive.
4. The appositive relation: apposition.

## (b) Nouns and pronouns: number.

1. Singular and plural forms in common use, and modes of formation.
2. Possessive plural forms.

## (c) Nouns and pronouns: gender.

Masculine and feminine forms in common use, modes of formation.

## (d) Verbs:

1. Number and person: taught in relation to number and person in nouns and pronouns.
2. Tense: simple present, past, future, and the progressive and emphatic forms of these.

## 3. Mood:

Of statement sentence—assertive or indicative.

Of command sentence—imperative.

Of wish sentence—Subjunctive, *e.g.*, "Long live the King!"

4. Active and passive forms distinguished, exercises in changing from one to another.

## (e) Adjectives and adverbs: degrees of comparison and modes of formation.

Exercises in agreement of nouns and pronouns—of subjects and predicates.

## GRADE VII.

Brief reviews of classification and inflection.

Nouns: complete classification.

Adjectives and pronouns: indefinite, possessive and demonstrative.





Reflex uses and forms of pronouns: the impersonal pronoun.

Frequent exercises in complete classification of parts of speech thus far learned and of forms of inflection.

Tense: The compound tenses; imperfect and perfect forms contrasted.

Verbs classified as active and passive.

Auxiliary verbs:

Of tense and voice.

(a) Through observation and questioning lead the pupils to see for themselves the uses of the common auxiliary verbs: *has, have, am, is, are, was, were*, etc.

(b) Other auxiliaries: *may, must, shall, will*, etc.

Distinguish the special force of each.

The complex sentence:

(a) Exercises in enlarging simple sentences into complex, as already taught in Composition.

(b) Kinds of clauses: developed from corresponding single-word functions.

(c) Clauses and phrases distinguished.

The compound sentence:

Care is necessary that pupils see the force of such combination of sentences and do not merely *string* sentences together.

#### GRADE VIII.

Review exercises in classification, inflection, tense forms.

Review simple, complex and compound sentences.

Connective pronouns and adverbs.

Co-ordinating and subordinating conjunctions.

Uses of subjunctive in independent clauses; *e.g.*, the more common uses after *if, lest, although*.

Irregular and exceptional forms in number, gender and case; in comparative and superlative; in verb forms.

The more common foreign number and gender forms in use in English.

Principal parts of verbs to be learned thoroughly.



Varieties of uses of nouns in the predicate, *e.g.*, "The book cost a dollar," and "He was an hour late."

Various uses of subordinate clauses, that is as subject or object to denote purpose, time, reason, etc.

Meaning of "Infinitive," "Participle" and "Verbal Noun."

Analysis of easy compound and complex sentences.

Exercises from familiar reading and from authorized text-book.

Reference to text-book for review of principles and definitions already developed.

## COMPOSITION

### INTRODUCTION

Since the large majority of elementary school pupils leave school before completing the eight grades, the aim of the elementary school in language teaching should be the mastery of every-day English, free from glaring errors or crudities and adequate for purposes of ordinary expression, oral or written. With this aim in view, and especially under the usual conditions of attendance in the rural districts, the elementary school cannot undertake to establish proficiency in the writing of essays or long themes, or in the delivery of speeches. It cannot be expected either to deal with the comparative study of style or to exploit the various forms of literary expression usually covered in text-books or rhetoric.

*Oral Work.*—(1) People speak more than they write, and readiness and correctness in oral language ought to be the necessary foundation of readiness and correctness in written language.

(2) The language should be entirely oral in Grade I and the formal language work even in Grade VIII should be from a third to a half oral.

(3) In recitation, monosyllabic replies, usually heard by only a small part of the class, are not enough. Clear, distinct utterance should be developed and each pupil taught to speak for the benefit of all.

(4) No written work should be accepted that has not first been read aloud by the writer. The ear is the supreme test. The ear, however, stands in need of training and for this purpose oral reading is invaluable.



*The Sentence.*—(1) The first aim is the mastery of the sentence, or the development of the “sentence sense.” Sentences strung together loosely by “and” are not necessarily related in thought. Our objective should be one clear audible statement in answer to a definite question or to a suggestion of a single topic. One sentence at a time. Smooth connection of sentences can be undertaken later.

*The Paragraph.*—Following the initial work on the sentence, the best way to proceed is to allow the child to make several sentences about one topic. Do not be concerned about smoothness of connection or rhetorical principles of sequence. The important thing is to get free oral expression about one object, one incident, one phase of an experience, and to avoid running statements together in the usual childish fashion.

*The Expanded Simple Sentence.*—This in most cases is all that the complex sentence amounts to. A common exercise used to be the combination into one “complex” sentence of two or more simple sentences—for example, the sentences “The boy did well at school,” and, “He studied hard,” into, “The boy who studied hard did well at school,” or, “The boy did well at school because he studied hard,” or “Why did the boy do well at school?” A better way of arriving at the desired result would be as follows: Get the simple statement “The boy did well at school,” then ask, “What boy did well at school?” The answers would give the sentences required above. That is, enlarge the simple statement by asking questions the answers to which will give enlargements and modifiers; but no grammatical terms need be used.

*Written Work.*—(1) It is a mistake to attempt much of this in the early grades. The difficulties of writing interfere with free expression. Further, in large classes the work cannot be properly supervised without endless drudgery. It should begin with copying of easy sentences written by the teacher on the blackboard.

(2) Base all language exercises with beginners on real experiences and co-ordinate the child’s experiences through action, sight, sound, touch and other senses. Language symbols get their significance only from objects and activities. First hand observation and clear and definite impression are indispensable to expression.

(3) Written work should always be preceded in each exercise, at least in the lower grades, by oral, with insistence on points of form suitable to the grade.

(4) Beware of giving tasks requiring originality of thought and expression while the pupil is still struggling with the difficulties of penmanship. At this stage written exercises should be mostly copying or dictation.





*Assignments.*—(1) See that exercises are short. Better a few sentences or a paragraph every day in a short lesson with careful consideration of elements of form definitely aimed at, such as the proper beginning and ending of the sentence, correct verb habits and correct use of pronouns, than longer exercises in which it is impossible to note all the errors or excellences. Long assignments generally serve to perpetuate language errors.

(2) As the work advances it is not enough for the teacher, after the outline of a composition exercise has been prepared, to assign the seat work to be done by the pupils alone. The assignment should be worked up by the teacher and pupils together and the final expression, oral or written, will then be more in the nature of a drill and a test.

*Correction of Errors.*—(1) The aim should be to increase the pupil's power to improve his own work. There is much useless drudgery in collecting class exercises, going over them, marking errors, and handing them back to be put away without further drill. In short and simple sentence and paragraph exercises the teacher should go over the efforts of the pupils with them, aim at a few corrections and lead the pupils to see the faults in comparison with the best form of expression. The pupils can help each other greatly by comparison of work.

(2) Persistent errors should be noted and classified. Children's language errors fall mainly under but a few heads, chiefly verb errors, pronoun errors, mispronunciations and colloquialisms. Many less common errors may be passed over for the time being. The over-zealous teacher tries to correct everything at once with the evil result that the pupils become too self-conscious to express themselves freely.

(3) Emphasize merits as well as defects.

*Correlation with other Subjects.*—It is strange that this should require to be formally prescribed. It should be perfectly plain that if the language habits in the geography class, for example, are bad, the special efforts of the grammar and composition classes are being largely wasted. Not only, then, should subjects for the language classes be found in the other classes but in the latter there should be more of topical recitation and less of the mere word or phrase response. To require pupils to give all their answers in complete sentences may be considered formal, tiresome and unlike real life, but to assign a definite topic, rather than just to ask a question, often makes a number of complete statements inevitable. And, occasionally, two or more pupils, according to blackboard space available, might be asked to write on the board the statements they have made.



*Motive.*—Develop the sense of motive in language work by encouraging the pupils to express themselves freely to each other by question and answer, story and description, and provide for the writing and receiving of real letters to and from people at a distance; make the exercises real in every way possible.

*Imitation.*—Finally, remember that, on the one hand, much can be taught indirectly by the teacher's good example in speech and writing, and, on the other hand, hours of effort may be in vain if the teacher's own expression is careless. Think, for instance, of a teacher trying to secure correct use of words while habitually saying "Do this like I do it"! The force of example in language teaching must be more fully realized, and in the use of models, examples of direct concise English are usually more useful than the loftier forms of literary prose.

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## OUTLINE OF COURSE.

### GRADE I.

*Material.*—Conversation between teacher and pupil, and among pupils themselves, about home, toys, pets, games; natural objects such as sun, moon, stars, clouds; wind, weather, trees, flowers, birds, insects, day and night, planting seeds, etc. This serves to reveal the child's native stock of language material on entering school.

*New Material.*—Stories about everyday life, fairy tales, nursery rhymes, child verses, home stories.

*Pictures.*—Well known child pictures, home scenes, pictures suggestive of a story, *e.g.*, "Driving a Pair" in "The Alexandra Reader." Conversation as above about pictures, stories based on them.

Further oral exercises about the doll's house, the school garden, clay-modelling, simple dramatizing, action songs and rhythmical movements. New words taught through the visual, auditory, motor, or other sense experience, thus: Such action or relation words as lend, give, sell, raise, carry, longer, shorter, etc. Language games as suggested in the Primary Manual.

*Written Work.*—Preparation for written work on basis of previous oral work. Sentences by pupils about subjects suggested by teacher, written on board by the teacher and copied by class with letter or word cards; later, subjects only copied by class and original sentences composed by pupils.



*Drill.*—Correct use of forms in which error is most common, such as “there is,” “there are,” “I saw,” etc. Correct use of “I” and “me.” Question forms such as “Is there?” “Are there?” “Have I?” “Has he?” developed from corresponding statement forms. Aim at a clear idea of the simple sentence and guard against sentences loosely strung together.

*Punctuation.*—Capital, period, question mark, exclamation mark. Capital for proper names, for the pronoun “I” and the exclamation “O.”

## GRADE II.

*Oral Work.*—Conversation about everyday incidents, about home duties and habits of politeness; about trades and occupations; about stories and descriptions in readers; about natural objects and occurrences, *e.g.*, putting forth and falling of leaves, flowering of plants, migration and other habits of birds and common animals; about pictures—suggestive and descriptive, *e.g.*, “Piper and Nutcrackers,” or, “The Eskimo Baby,” in “First Reader.”

Free story telling by pupils to teacher and to one another, using above material; also good stories from prescribed and supplementary readers and other good sources, told and read by the teacher. Oral reproduction in conversation exercises. Free story telling about a suggested topic. Insist on single sentences.

*Written Work.*—Single sentences about familiar topics. Sentences written in picture scrap books to accompany each picture pasted at the top of the page. Grouping sentences about one topic. Be careful about attempting to join sentences.

*Elements of Form.*—Command and request; correct uses of *lie* and *lay*, *did* and *done*, *saw* and *seen*, in sentences and always in connection with activity denoted; correct uses of personal pronouns; correction of common verb errors, *e.g.*, “My book is tore;” of the double negative, and of mispronunciations.

## GRADE III.

*Oral Work.*—(1) Original stories based on pictures, personal experiences, simple impersonations, *e.g.*, as in “The Story of a Drop of Water.” Telling a story or describing a scene from different points of view (cf. “Blind Men and the Elephant”). Stories of legendary heroes and Bible characters. Talks about natural scenery, building operations, business, social and domestic activities, about proper conduct in play and in public places, and about how one may be useful in a community.

(2) Anticipate paragraph structure by having pupils tell about single topics in a whole story or description. Make use throughout





of prescribed and supplementary readers in so far as they furnish models of simplicity and rhythm in everyday English.

(3) Oral descriptions from memory and exercises to develop memory and imagination. Exercises requiring a number of simple sentences on a suggested topic.

*Material.*—Correlate drawing, song and handwork to furnish language material; use drawing and pasting books with written stories or descriptions to accompany each entry.

*Written Exercises.*—(1) Based on oral materials as above in which the idea of the paragraph is suggested by grouping of sentences about one topic. Short original paragraphs. More blackboard work.

(2) Simple friendly letter. Addressing the envelope.

*Elements of Form.*—Further training in the use of common forms. *rise* and *rose*; *raise* and *raised*; *sit* and *sat*; *a* and *an*, etc. Further classification of and drill on common errors in verbs and pronouns.

Simplest uses of comma. Most common contractions. Period after abbreviations. In teaching punctuation, also, the surest way to secure the insertion of a comma where it is needed is to lead the pupil to realize, in the oral exercise, the necessity for a pause in his utterance.

#### GRADE IV.

*Oral Work.*—Previous material extended; closer correlation with other school work by insistence on clear and well sustained answers; accounts of activities based on games, farm work, home duties, daily scenes and experiences; legendary, heroic and Bible characters; accounts of field trips in nature study and geography; visits to industrial plants; activities in outdoor life; descriptions of travel.

*Written Work.*—(1) Following above and based on similar material: idea of paragraph made more explicit.

(2) Letters, friendly and narrative, but not longer than one paragraph. Be sure that the pupils have something to write about.

*Invention.*—Dramatization or impersonation, *e.g.*, as in the story of "The City Mouse and the Country Mouse," worked out in outlines prepared in class. Story about a suggested topic. Definition of familiar objects after repeated observation of their use; definition of concrete terms.



*Elements of Form.*—(1) Attention to the need of arrangement of words; choice of words and rhythm of sentence; easy complex sentences; sentences expanded by modifiers (see introduction); correct use of such words as *well* and *good*, *fast* and *quick*, etc.

(2) Exercises in the agreement of subject and verb, without grammatical analysis; correct use of all personal pronouns, simple homonyms, as *there* and *their*, *write* and *right*.

*Punctuation.*—Ordinary uses of period and of question and exclamation mark; further uses of comma.

#### GRADE V.

*Oral Work.*—Material of previous grades. Beginnings of connection between the sentences of a paragraph. Description after study of an object; easy off-hand description. Work based on nature study, history and literature.

*Written Work.*—(1) Paragraphs of description from topics, such as harvesting, building a house, duties of each player on a team. Uninterrupted quotations.

(2) Letter writing: friendly letters, letters of thanks and acknowledgment, simple business orders, bills and receipts.

*Elements of Form.*—Choice of words; arrangement of words and phrases to give force or difference in meaning.

The more common uses of *shall* and *will*, *should* and *would*. Drill on forms in the use of which errors are most common. Common abbreviations and contractions as correctly used in conversation, in dates and addresses, or in arithmetic.

#### GRADE VI.

*Oral Work.*—Emphasis on clear, fluent and correct narrative and description based on personal experiences, incidents in history or literature, situations—real or imagined; short exercises with much variety.

*Written Work.*—Cultivate a desire on the part of the pupils to *interest others*. In this way the child's tendency to write in a bare outline fashion may be overcome, since only that material appeals which is full of interesting detail. Exposition of processes in daily life. Description of farm operations and industrial activities within the experience of the pupil. Written dramatization based on stories, on stories as contained in pictures or incidents in the child's own life. Exercises in changing from direct to indirect narration and the reverse.



*Letters and Business Forms.*—Informal social letters, mail orders, notes and drafts, advertisements, telegrams, news items. Emphasize directness and conciseness in business letters and freedom and sincerity in informal correspondence. Official salutations and addresses.

Self-criticism and mutual criticism by appeal to the ear.—No written work accepted for examination until it has been read aloud by the writer or to him by another—the ear is the supreme test.

Correction of colloquialisms and provincialisms.—Freshness of wording. Avoidance of hackneyed phrases. Construction of prepositions with other words according to standard idioms, *e.g.*, “different to,” “in accordance with,” etc.

Use of auxiliary forms such as *can, may, must, must have* (“must of” is a common error), *ought*, etc.

#### GRADE VII.

*Oral Work.*—Oral discussion of school and current topics; current events; exercises based on lessons in civics; as: How to conduct meetings, how public money is raised, departments of public administration.

Oral narrative based on original experience, on reading and on assigned topics. Description after observation of more complex objects and processes such as farm machinery and farming operations. Each pupil's part to be confined to a paragraph at least until full mastery of the simple paragraph is assured.

*Written Work.*—Short exercises based on work previously discussed orally. Longer themes not to be attempted until pupil shows mastery of written paragraph and power to improve his own work. Preparation of outline in narrative, biography, description. Short original exercises. Writing minutes of a meeting. Letter writing of all ordinary kinds. Advertisements. Telegrams.

*Elements of Form.*—Most obvious qualities of the paragraph: synonyms and choice of words; use of colon in a letter or before a series; dividing words at the end of a line; interrupted quotations; correction of all common errors in the uses of the parts of speech; simple exercises in the more common conditional forms, as “If I were,” “I should have thought”; simple exercises in the sequence of tenses; direct and indirect quotations.

#### GRADE VIII.

*Oral Work.*—Continued exercises on clear and correct oral expression. Recitation according to topic. See that the pupils realize their responsibility in communicating to each other and not merely to the teacher.





More extended sentences with attention to the order of phrases and clauses and to combinations of sentences. Sequence and connection of sentences in the paragraph. From a third to a half of this work should be oral in order to continue the ear training.

Description; simple expositions; short debates on subjects of real interest; current events; oral reports on prescribed reading in literature and history; local situations; civic duties and responsibility of citizenship; proper procedure in public meetings.

*Written Work.*—Based on oral above; class criticisms of written work; exercises consisting of a few paragraphs written from outline on related phases of one theme; successive steps in explaining a process; the duties of players on a team, or of the members of the City Council or Provincial Cabinet. Social and business letters of all kinds. New items and accounts of occurrences as for publication. Class revision of exercises not only for correction of errors but also to secure conciseness, good arrangement and good choice of words. Better to have short exercises, even if only one paragraph, than longer efforts which there will not be time to take up in class. Proof-correcting would be useful if time permits.

*Elements of Form.*—Correctness in all common grammatical forms, as plurals, possessives, comparatives and superlatives, pronoun forms, auxiliary and past participle in verb forms, agreement of subject and verb, and other common sources of error noted in daily speech and writing. All the more common abbreviations. Use of the semi-colon as related to the use of the comma. Uses of the apostrophe in possessives and contractions. Proper uses of prepositions after verbs and adjectives, *e.g.*, to differ with or from, to compare to or with, to correspond to or with, aversion to, different from, etc. Exercises like these should be accompanied by study of models of correct English.

#### *Helpful References for Language Teaching.*

For Lower Grades:

For good material for conversation and stories see the Primary Manual, pp. 22-23, and p. 133.

For Intermediate and Higher Grades:

"Language Teaching in the Grades"

(Cooley, Alice W.) .....Houghton Mifflin Co.

"Word Study in the Elementary

Grades" (Taylor) .....Educational Publishing Co.,  
New York.

"Handbook of Composition"

(Wooley, E. C.) .....D. C. Heath & Co.



- "Beginnings of Rhetoric and Composition" (Hill, A. S.).....American Book Company.
- "Teaching of English" (Carpenter, Baker, Scott) .....Longmans, Green & Co.  
(Obtainable from Renouf & Co., Montreal).
- "A Composition-Grammar" (Hosie & Hooper) .....Rand, McNally & Co.

## WRITING.

*Aim.*—The aim of teaching writing is to develop in pupils the power to write rapidly a legible and graceful hand.

*Materials.*—The materials used must be suited to the age of the pupil and should be of good quality to secure good work. For the first two years the chief materials or equipment will be the blackboard and chalk, inexpensive paper, crayons and soft pencils. In the third grade pen and ink are to be introduced. The ink should be smooth-flowing, blue-black ink. The penholder should be light and of sufficient thickness that the fingers are not cramped when holding it. The pen points should not be too fine nor too blunt, and these should not be changed when a satisfactory kind has been obtained. Books should be ordinary exercise books, bound at the sides to double back flat, or half sheets of foolscap may be used. Manuals containing instructions, graded movement exercises, letter development exercises, word and sentence copies should be provided. In the lower grades of the school, exercises taken from a graded manual should be set by the teacher; in the upper grades manuals should be in the hands of the pupils themselves. To secure uniformity and suitable quality in materials, as well as economy, they should be supplied to the pupils in all schools by the Board.

*System.*—The muscular movement system has been proved to be the best suited to Public School needs. It makes use of the larger muscles of the arm rather than of the smaller muscles of the fingers. In young pupils it is easier to secure a co-ordination of the larger muscles in large movements than in small ones. Large exercises must, therefore, be given to secure development and control. The early letter forms must be of the simplest character. The main lines should have a slant of from 25 to 35 degrees from the perpendicular.

*Position.*—*The body.* Pupils should be taught the correct position while writing at the desk. If the desk is large enough from front to rear the pupil should sit in the middle of the seat with the body straight



and facing the desk, not sitting diagonally. Both feet should be placed on the floor, the left foot a little in advance of the other.

*The arms.* These should rest lightly on the muscle of the forearm, the elbows being placed near the edge and corners of the desk.

*The hands.* These should be held comfortably and naturally. The left hand holds and moves the paper while the right hand holds the pen easily. The right hand should rest lightly on the nails of the third and fourth fingers. The wrist should not touch the desk.

*Method.*—Suitable attention must be paid to method and progression in order to secure good results. At the outset in the teaching of writing there seems to be a conflict between form and movement.

Because of the necessary correlation between writing and reading, and between writing and number work, the primary teacher must give some attention to form, but on the other hand, in relation to writing itself, movement is of supreme importance. In formal lessons in writing in the primary grades, movement exercises must constitute the major portion of the work. The teacher must recognize that it is not necessarily the child who makes the best formed letters who is the best writer, but that it is the one who makes the best formed letter with the proper movement. Hence, at first, as much attention to movement and as little to form, as is consistent with the needs of other subjects, must be given. Gradually the emphasis may be shifted so that in the higher grades both ease of movement and perfection of form will be secured. Practice in securing muscular control must be co-ordinated with the careful study and production of correct forms. Study and practice should go hand in hand. The teacher should always bear in mind that the chief essentials to secure good writing are, first, a healthful position, second, freedom of movement, and third, a simple graceful character.

As early as possible pupils should be encouraged to apply the muscular movement to their ordinary writing. This can be done in the formal spelling lesson. The teacher should consistently exemplify the system taught. The teacher whose writing is an inspiration to pupils will find it easier to secure interest and obtain good results.

In estimating the value of penmanship there should be some definite basis for such estimation.

The elementary characteristics of good writing which are supposed to constitute its legibility, beauty, etc., are:





1. The degree of uniformity\* of the writing;
2. The quality of the line;
3. The correctness of letter formation;
4. The spacing of words and letters.

By uniformity is meant similarity of slant and heights of letters.

By quality of line is meant that the line should show evenness in width, indicating an even pressure on the pen. The line should also show freedom, ease and controlled movement.

By correctness of letter is meant the degree of conformity to some standard letter. In this case the standard alphabet is given in the text books for the grades.

By the spacing of words and letters is meant the arrangement of letters and words on the page, so that they possess unity. Letters should be far enough apart to make them easily distinguishable, but close enough together to give the words a compact appearance. Words should be related to each other very much as letters are related in words.

### COURSE.

#### GRADES I AND II.

*Materials.*—Blank paper, pencils, crayon, chalk, blackboard.

Correct position for writing at the desk and at the blackboard. Exercises for developing freedom of movement practised at the blackboard and at the desk. Development of movement exercises into letters. Large exercises and large letters advocated. Study formation of each letter and numerals. *All written work should be performed under the supervision of the teacher so that muscular movement writing only is allowed.*

References: The New Barnes Writing Book; The Primary Manual.

#### GRADES III AND IV.

*Materials.*—Lined paper, pen and ink.

Instruction on the correct care and use of pen and ink.

Movement exercises and letters as outlined in Book I of the New Barnes Writing Books. Application of muscular movement to writing of words in spelling and other lessons.



Some attention to spacing of letters and words. Reduction in the size of small letters and capitals. Teach numerals.

*Supervision of all written work necessary:* Special attention to correct position in the desks, freedom of movement and good letter formation.

#### GRADES V AND VI.

*Materials.*—Paper, pen and ink.

Movement exercises and letters as outlined in Book II of the New Barnes Writing Books.

Review of letters, numerals and exercises taught in Grades III and IV. Discussions of heights of letters, letter formations.

Attention given to errors in spacing and letter forms.

Development of speed and controlled movement.

*Supervision of all written work:* Special attention to correct position in the desks, freedom of movement and good letter formation.

#### GRADES VII AND VIII.

*Materials.*—Paper, pen and ink.

Exercises and letters outlined in Book III of the New Barnes Writing Books.

General review of numerals and all small and capital letters. Optional form of letters. Practice in writing business forms and social letters. Develop speed and freedom of movement, good letter formation preparatory for High School. Careful supervision of all written work.

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#### HISTORY AND CIVICS

"It is important for the good citizen to know his social and political environment, to have some appreciation of the nature of the state and society, some sense of the duties and responsibilities of citizenship, some capacity in dealing with political and governmental questions, something of the broad and tolerant spirit which is bred by the study of past times and conditions."



## HISTORY.

In the teaching of History in the elementary school grades due consideration must be given to the stage of the child's mental development, the relative strength of imagination, memory and judgment, and the character of his interests and sympathies.

In the earlier grades emphasis should be placed upon the dramatic, picturesque and romantic. The "child's ideas are of the pictorial rather than the abstract order." Advantage should be taken of this to prepare him for the real study of history in the later grades,—by acquainting him with many historical personages, establishing the "historical sense," and by creating and fostering a love for the subject. Biography is best for these grades. A wide use of pictures, maps and illustrative material is necessary.

In the intermediate grades the effort should be to present the facts and have them mastered by the pupils; but these facts must be carefully related, and the lessons must be presented in an interesting way.

In the senior grades the judgment should be trained by means of reflections upon the facts, the study of cause and result, and the tracing of the course of great movements in history.

The work in history should, in all grades, be correlated with Geography, Literature, Composition, Science, and the Manual Arts.

In general, the aims should be:

To develop understanding and proper judgment of present tendencies through a knowledge of the past;

To inculcate patriotism;

To quicken and strengthen the moral sense by means of a study of the good and evil tendencies in individuals, and the results of right and wrong courses of action;

To give a knowledge of the facts of History—which is invaluable for reading and culture.

## CIVICS.

The study of civics in the public school should give the pupils training in habits of good citizenship, as well as inform them regarding government forms and machinery.





The aims are, in general,—

To help the child realize that he is a responsible member of the social group;

To awaken and stimulate motives that will lead to the establishment of habits of order, cleanliness, co-operation, service and obedience to law;

To emphasize the inter-dependence of the welfare of the individual and the welfare of society at large;

To acquaint the youth with the character of the institutions affecting his life;

To develop political intelligence and prepare the young citizen for its exercise.

### *OUTLINE OF COURSE.*

#### GRADES I AND II.

Simple stories from the lives of Bible characters: Joseph, Moses, Samson, David, Daniel.

Stories of child life among the following people: Indians, Japanese, Chinese, Dutch, Eskimos, French, English, New England Colonists, Swiss, Australians, Russians.

Special days: Christmas, Thanksgiving, Victoria, Dominion, St. Valentine's.

#### GRADE III.

Stories connected with the lives of great heroes: Achilles, Horatius, King Arthur, Boadicea, Alfred the Great, Bruce, Wallace, St. Patrick, Nelson, Joan of Arc, Roland, William Tell, Abraham Lincoln, Adam Daulac, Madeline de Vercheres, Laura Secord, Lord Selkirk, Dr. Grenfell.

#### GRADE IV.

I. Interesting stories of the peoples who have contributed largely to the advancement of civilization:

Egyptians,—stories of pyramids, mummies, and great works.

Greeks,—buildings, statues, games, myths.

Phoenicians,—ships, commerce, adventures on the sea.

Romans,—founding of city, stories of great leaders, myths.

Anglo-Saxons,—sea-rovers, habits, homes, customs, laws, administration of justice.



II.—Stories connected with lives of great artists, inventors and explorers:

Michael Angelo, Galileo, Stephenson, Watt, Hargreaves, Morse, Bell, Marconi, Edison, Columbus, Raleigh, Drake, Magellan, Livingston, Peary, Scott, Shackleton, Amundsen.

## GRADE V.

### I.—COMMUNITY HISTORY.

#### (a) *Institutions of the Community:*

1. *The School*.—first building; persons connected with the organization of the first school; former teachers and pupils; improvement in school facilities, associating these with changing conditions that mark the growth of the community.

2. *The Church*.—early missionaries and ministers; first church building; growth of number of churches in community.

#### (b) *History of the Settlement or District:*

Pioneer experiences of the first settlers,—hardships and dangers encountered, where first settlers came from, and why, reasons for settling in that district, compensating experiences of pioneer days; the first store; the first house; the post office; old trails; mail routes; opening up and improvement of government roads; the coming of the railway,—branch lines of railroad traversing the settlement, and providing new and closer centres of trade; improved means of communication,—the coming of the automobile, rural free delivery of mail, rural telephones, parcel post; effects of these on rural life; improvements in methods of farming; labor-saving machinery, such as traction engines, cream separators; effects of these changes on rural life.

#### (c) *Social Life of the Community in Earlier Days:*

Gradual acquisition of increased social comforts, privileges, opportunities, and responsibilities; development of social interests as indicated by—local picnics, church affairs, fairs, celebrations, local unions of the United Farmers, literary societies, debating clubs, singing societies, libraries.

#### (d) *Occupations of the Members of the Community:*

Why they are chosen, how they change and are added to as the community grows; division of labor, inter-relation of



occupations, co-operation in occupations, *e.g.*, the harvest, barn raisings, improvement of roads, fighting of prairie fires, etc.

- (e) *Comparison of life of the child* of to-day with that of the child of the earlier days; reasons for differences.

## II.—EARLY HISTORY OF THE WEST.

### *Characteristic Stories of Western Life:*

- (a) Indian trails, buffalo trails, and stories of buffalo hunts; Indian life, customs and legends; how Indian names have been retained, *e.g.*, Saskatchewan River, Old Man River, Medicine Hat, Elbow River, etc.; Indian Reserves, Indian agents, present day Indian as a ward of the nation.
- (b) The Fur Traders,—trappers, trading posts in the past and at present.
- (c) The Cowboys,—the ranches; the round-up; stories of early days, noting the passing of the range; the stampede.
- (d) The Royal North-West Mounted Police,—need for the Police, when organized, duties of patrols, supervision of Indians, mail carrying, prevention of smuggling and cattle stealing; characteristic stories of individual bravery, such as the patrol of Inspector Fitzgerald; location of police forts and barracks.

## III.—ADVENTURES AND EXPLORERS OF THE WEST.

Radisson: D'Iberville; La Verendrye; Samuel Hearne; Sir Alexander MacKenzie; David Thompson; Simon Fraser; Sir John Franklin; George Vancouver.

### *References:*

- "The Chronicles of Canada."
- "The Canadian Savage Folk" (Maclean).
- "American Indians" (Starr).
- "Indian Boyhood" (Eastman).
- "Thirty Indian Legends" (Bemister).
- "Father Lacombe" (Hughes).
- "Where the Buffalo Roamed" (Marsh).
- "Pathfinding on Plain and Prairie" (McDougall).
- "Blackfoot Lodge Tales" (Grinnell).
- "Riders of the Plains" (Haydon).
- "History of the North-West" (Begg).
- "Pathfinders of the West" (Laut).
- "French Pathfinders in the West" (Johnson).





"Pioneers of the Pacific Coast" (Laut).

"Conquest of the Great North-West" (Laut).

"The Great Company" (Willson).

The following may be had free, by writing to the Department of the Premier, Ottawa, Ontario:

"Yearly Report of the R.N.W.M.P." (N.B.—The report for the year 1911 contains the story of the patrol of Inspector Fitzgerald.)

#### CIVICS.

In this grade a beginning is made in the study of civics. The treatment of the subject should be suited to the age of the child and consist of informal class discussions introduced at suitable times and for the purpose of developing a sense of obligation to co-operate with others in matters which pertain to the common good.

These discussions should be made to centre about the appointment, authority and duties of the following public officials, and the child's responsibility to co-operate with these in the performance of their duties in the keeping of law and order and the protection of public property:

Mounted Police, Postmaster, Mail Carrier, Postman, Homestead Inspector, Attendance Officer, School Inspector, Weed Inspector, Game Guardian, Provincial Health Officer, Superintendent of Schools, Juvenile Court Commissioners, Policemen, Sanitary Inspector and Staff.

*Note.*—These public officials are the ones with whom the child may have to do as a junior member of the community; in addition, others may be taken if circumstances permit.

#### GRADE VI.

##### *The Story of French Canada and the Canadian West.*

The history of this grade should be dramatic and narrative in form. The teacher must present vividly the facts so that the children may reconstruct, by means of their own imagination, the real life of the past. There should be an abundant use of pictures, historical maps and other illustrative material. Emphasis should be placed upon personal adventure and accomplishment, and the children should be led to admire the heroic and self-sacrificing, and to despise the treacherous and selfish.



## OUTLINE.

*(a) French Canada.*

*The Great Discoverers:* Columbus; John Cabot and his son; Jacques Cartier; Henry Hudson.

*The Native Races:* Appearance, dress, habits, homes, manner of living, occupations, amusements, names, moral and religious customs, tribal organizations,—comparison of the different tribes.

*Adventurers and Explorers in New France:* Champlain—the founder of New France; De Monts; the La Tours; Maisonneuve.

*The Jesuit Missionaries.*

*The French Fur Traders:* The Company of One Hundred Associates; Coureurs de Bois; La Compagnie des Habitants.

*French Administration:* Laval; De Mezy; Talon; De Tracy; Frontenac; Bigot.

*French Canadian Pioneer Life:* Settlements along rivers; methods of holding land; the habitants; the seigneurs; occupations; social life; amusements.

*Indian Wars and Alliances:* Champlain's policy; English alliance with Iroquois; destruction of the Huron missions; the Heroes of the Long Sault; Frontenac; the Heroine of Vercheres.

*Explorers in the West:* Joliet; Marquette; La Salle; Radisson; Verendrye.

*The British Conquest of Canada:* Rivalry between French and English in North America; border warfare; the Acadians; expeditions against Quebec and Louisburg; the fall of Louisburg; the capture of Quebec; the story of Montcalm and Wolfe.

*(b) The Canadian West.*

*The Great Explorers:* Radisson; Groselliers; Hearne; Fraser; MacKenzie; Thompson; Franklin.

*The Indians of the Plains:* Appearance, dress, habits, homes, manner of living, occupations, amusements, names, moral and religious customs, tribal organizations,—a comparison of the different tribes.

*The Missionaries:* Lacombe; Robertson; MacDougall.

*The Fur Trade:* The rivalry of the two companies; supremacy of the Hudson's Bay Company.



*Pioneer Life in the West*: Red River Settlement; Lord Selkirk.

*Occupation and Administration of the West*: The purchase of Rupert's Land; Red River Rebellion—Louis Riel; the Province of Manitoba; the North-West Territories; the Royal North-West Mounted Police; the Saskatchewan Rebellion; the building of the C.P.R.; Lord Strathcona.

*The New Provinces*: The Autonomy Bill, 1905; later developments; growth of industries, agriculture in particular; increase of population; formation of settlements; growth of cities; new trans-continental railways; education.

(Note.—Special prominence should be given to the history of the growth of the Province of Alberta since 1905.)

*References:*

"Chronicles of Canada."

"Lord Selkirk's Colonists" (Bryce).

The references of Grade V., relating to the History of the Canadian West, should be used for this grade.)

(Dealing with French Canada.)

"Builders of the Dominion" (Weaver).

"Old Quebec" (Sir Gilbert Parker).

"The Old Regime in Canada" (Parkman).

"The Boy's Parkman."

"The Golden Dog" (Kirby).

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CIVICS.

*I.—The Family—The Social Unit.*

Parents provide home, food and clothing, administer the home and regulate the actions of the family. Children are under obligation to parents for care, and yield obedience with respect to behavior and home duties.

*II.—The School—A larger community than the family.*

Organization more complex; system of administration larger; government suited to larger numbers; central authority (Principal) delegated (Teachers); responsibilities more various in kind and degree; greater need for community spirit,—sacrifice of selfish motive for common good, adjustment of individual interests to community interests, co-operation, courtesy, obedience to authority.





### III.—*The Order of Business at Public Meetings.*

This should be taught concretely by organizing the class into a club or society and conducting an election of officers. Meetings should be held and the proper order of business followed. No formal teaching in this connection is intended.

## GRADE VII.

### I.—*The Story of British Canada.*

Note.—The teacher should continue to make use of the romantic and dramatic phases of history; at the same time there should be a conscious effort to present the facts. The work should be made concrete and interesting by the use of historical maps, pictures, biography, and dramatic narratives.

#### OUTLINE.

*A Description of the French and English Colonists in North America prior to the Seven Years' War*, noting population, occupations, forms of government, rivalry of the two peoples.

*The Capture of Quebec*: The story of Wolfe; the fall of French power in Canada; the Conspiracy of Pontiac.

*The British Occupation of Canada* from the capture of Quebec to the Quebec Act. The influence of General Murray; methods by which the good will of the French was secured; a study of the Quebec Act and the work of Sir Guy Carleton.

*The American Revolution*: The United Empire Loyalists; Settlements of Loyalists in Canada; influence on the social and political life of Canada, leading up to the Constitutional Act.

*The War of 1812*, so treated as to show how and to what extent it served to bind together the peoples, establishing one allegiance, notwithstanding certain well recognized race distinctions, introducing and making good use of the romantic, dramatic, and biographical element as in the incidents of Laura Secord, Tecumseh, Brock, De Salaberry.

*The Struggle of the People against the Family Compact*: The Family Compact, abuses and consequent dissatisfaction; MacKenzie, Papineau and Nelson—the upholders of the people's rights; the Rebellion; Lord Durham and his work.

*The Extension of Self Government*: As shown in the Act of Union, the subsequent Municipal Acts, and the constitutional administration of Lord Elgin.



*Confederation*: The political deadlock; representation by population: the Trent Affair; Abrogation of Reciprocity Treaty by the United States; The Charlottetown Conference; The Quebec Conference; Fathers of Confederation,—Sir John Macdonald, Sir Charles Tupper, George Brown, Cartier, Howe, Wilmot,—Biographical sketches of these men showing their services in bringing about Confederation. The British North America Act.

*The Growth of the Dominion*: The New Provinces; the purchase of Rupert's Land; the Red River Rebellion; the building of the C.P.R.; the Saskatchewan Rebellion; the North-West Territories; The Autonomy Bill of 1905; Alberta and Saskatchewan; the history of Alberta to the present time, noting amount and character of immigration, important settlements, rise of towns and cities, improvement in transportation facilities, industrial development; relative importance of agriculture, the change from ranching to farming as a fundamental industry emphasized. Such men as Louis Riel, Poundmaker, Big Bear, Donald Smith, Colonel Wolseley, Colonel Steele and Colonel Otter should be studied.

## *II.—The Story of the British Nation to 1485.*

### *1. The Period of Beginnings—to 1066.*

(a) Britain before the birth of Christ—the inhabitants and their environment; Druidism and its place in national life; the visits made by Phoenicians, by Greeks, by Romans,—time, purpose and results of these.

(b) Roman invasion of Britain—stories of invasion and of interesting incidents connected with names of the British heroes—King Arthur, Boadicea, Caradoc, and of Roman leaders—the Caesars and Agricola.

(c) Roman occupation of Britain—description of great works undertaken, organization effected, with mention of monuments that long remained of their great accomplishments; general results of Roman occupation of Britain and significance of same.

(d) The coming of the English—stories of activities and manner of living of Teutonic tribes—their adventures, festivities, etc., indicative of characteristic qualities as a people; the story of the settlement of the Jutes, Angles and Saxons in Britain.

(e) The story of Gregory the Great's missionary enterprise and the establishment of Christianity in England.

(f) The coming of the Danes—the story of King Alfred the Great, his life and work; the struggles of Anglo-Saxons with the Danes and the final victory of King Canute; England under Danish rule.



(g) The Restoration of the English Kings—Edward the Confessor; Harold; the invasion of England by the Normans; the Battle of Hastings.

Comparative survey of the four conquests of Britain to show the nature and the results of each in the evolution of the British people,—the development of political organizations, the reforms in social and religious customs, the beginning of the English nation.

2. *The History of England as a Nation considered in two periods of development.*

(a) *The period characterized by organization for maintenance of supremacy of authority of the Crown,—1066-1189.*

William the First,—his character, his system of government with Feudal system of land tenure as the basis, his enactments to support the authority of the Crown.

Other contestants for supreme authority in the realm,—the barons; the sources of their revenue and power; their manner of life and field of activity; their ambitions and methods of advancing same; the Church as an influential organized system of government, the power it had obtained, the nature of its influence in national affairs, land-holdings, the clergy an aristocracy of learning, executive power of the Church.

The rise of the power of the Barons; clashes between King and Barons, King and Church, for exercise of supreme authority in the State.

(b) *The period characterized by the awakening of the people as a force in the shaping of England's history—1189-1485.*

The story of the Crusades,—their relation to the spirit and conditions of the Middle Ages; chivalry; the participation in Crusades of English kings and nobility—the effects upon the nation generally, and in particular upon taxation and the assertion of people's rights during the absence of Richard I; national losses and gains from Crusades.

Social life in England during the early Middle Ages; rural life and organizations; the mediaeval English village; the English manor; the manor as an estate of a lord; the system of working the manor; the monasteries.

The trouble with King John and the entry of the people, supported by the Barons, into contest with Crown and Church for place and power,—the people's rights established by the Magna Charta, the place of the people as a force to be reckoned with in control of England's affairs estab-





lished by championship of the powerful baron, Simon de Montfort; the disposition of Edward I. favourable to people's exercise of rights obtained; Parliaments.

Nation united for enterprise against Scotland under leadership of Edward I; failure in accomplishment discoverable in character of leaders; character sketches of Edward II, Bruce, Wallace.

Realization of political rights manifest in later Middle Ages in improvement of town life and organization; formation of merchant guilds, craft guilds and other guilds; growth of trade; new industries.

Changes in rural life and organizations, changing relationships between farmer and laborer; the Black Death; the Statute of Laborers; the preaching of the Friars, Wycliffe and Ball; the Peasants' Revolt.

National strength exercised in war with France under leadership of Edward III for conquest of other lands and extension of influence, continuance of Hundred Years' War under Henry IV, Henry V, and Henry VI; Henry V's victory, France's later deliverance under leadership of Joan of Arc.

The Wars of the Roses—Barons against Barons,—the significance of results on the future history of England; the growth of the power of the people.

Note.—It is suggested that time relationships should be established in the minds of the pupils, not only by connections with great personages and the more outstanding important dates, but also with reference to the centuries and periods, the latter being of great value in the pupils' later studies of history, literature, art and science.

*Teacher Consult:*

- "Industrial History of England" (Cheyney's).
- "Short History of the English People." (Green).

*For Pupils' Supplementary Reading:*

- "Highroads of History."
- "Child's History of England," (Dickens).
- "The Britannia History Readers."
- "The Celt, The Roman, The Saxon," (Wright).
- "Social Life in England," (Finnemore).

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CIVICS.

*I.—The Board of School Trustees.*

General purpose and function of the trustee body; significance of the term "trustee"; names of local trustees; number on rural, village, town



and city boards; nomination of candidates, qualifications of trustees and voters. The conducting of the election.

**Organization of Board.**—Chairman, secretary-treasurer, committees; duties of board,—providing buildings and equipment, engaging teachers, supervisors, superintendents, janitors, truant officers and other officials; making rules for the conducting of the school; levying and collecting taxes (method in towns and cities); raising money by debenture; making returns to the Department of Education.

Mock election of trustees in schoolroom.

## *II.—Municipal Government.*

(The type of municipal government under which the child lives should receive special attention, before other types are referred to.)

**Cities and Towns, Villages and Rural Municipalities:** (Begin with local type.)

Need of local government; name applied to members composing municipal bodies,—mayor, aldermen, councillors; names of persons who are local members.

*Interests controlled in Towns and Cities:* Streets, sidewalks, water, lighting, street car service, public order, protection of life and property, taxation, hospitals, charities, licenses, parks.

### *Organization.*

(1) *Cities.*—Mayor and aldermen,—how elected, qualifications; qualifications of voters. Commissioners in special departments, finance, public utilities. Officials: Secretary, Treasurer, Auditor, Assessor, Collector, Medical Health Officer, Chief of Police, Magistrate, Building Inspector, etc.

Powers with respect to by-laws and regulations.

(2) *Towns.*—Mayor and councillors in towns. Names of members of local council. Nomination, qualifications and election of councillors; powers and duties of the council studied as in the case of cities with respect to by-laws and regulations.

(3) *Village Councils.*—Members, number, names of local members, officers, powers and duties.

(4) *Council of Rural Municipality.*—Map of local municipality. Number of members and names of members in local council; method of election; qualifications of members and of voters; powers and duties of councils.



Principle of self-government illustrated in School Board and Municipal organization and powers exercised.

*III.*—Introduction of terms, Provincial, Federal and Imperial Government. Study to establish relation of local municipal organization to Provincial Government; relation of Provincial, Federal and Imperial Governments,—representative heads: Lieutenant Governor, Governor-General, Sovereign; law-making bodies. Sister colonies.

*References:*

Current report of the municipality and the School Board.

“Practice of Government in Alberta,” (Barron).

## CANADIAN HISTORY.

### GRADE VIII.

#### *I.—French Period.*

For the purpose of reviewing the French Period of Canadian History the following topics should be carefully dealt with. These should be treated in such a way that their relation to other events and their influence on the subsequent development of Canadian life are made clear.

1. *The Jesuit Missions.*
2. *Explorations of the French:* La Salle, Radisson, Verendrye.
3. *Social and political life*, showing the various social classes; occupations of the people.
4. *System of land tenure and form of government.*
5. *The fur trade*, showing the conflict between the French and English and its ultimate results.

#### *II.—British Period.*

1763 forward, is for intensive study.

The purpose of this study should be to show the growth of Canadian national life within the British Empire.

##### *1. The Constitutional Development of Canada:*

This should show the development of responsible federal government and the growth of Canadian national life, and should include a study of the Quebec Act, the American Revolution and the coming of the



United Empire Loyalists, the granting of Representative Government by the Constitutional Act, the defects of the Act leading to the Rebellion of 1837-38, Lord Durham's Report, the Act of Union; growth of sentiment in favor of a confederation of all the British Colonies promoted by common political difficulties, need of co-operation for military defence, the building up of trade. British North America Act, 1867.

## 2. *Economic and Industrial Development:*

The purchase of Rupert's Land from the Hudson's Bay Company; the building of the C.P.R.; the history of this; the concessions to the Company; value to the Dominion of the railway, its part in the subsequent development of the West.

The tariff—the National policy of Sir John A. Macdonald; the period of industrial expansion in Canada,—the British Preferential Tariff, immigration, increase in the population growing out of immigration from Britain, Europe and the United States, improvement in transportation systems as seen in Sault Ste. Marie Canal, Grand Trunk Pacific and Canadian Northern Railways.

## 3. *Social and Educational Development from 1840 to the present:*

Establishment of school systems, Universities, Agricultural, Technical and Scientific Schools; libraries; literary movements and writers.

## 4. *Canada and the United States:*

### (a) Treaties affecting the two countries:

Boundary Treaties—Versailles, Ashburton, Oregon, Washington, Alaska.

Trade Treaties—Reciprocity Treaty of 1854, Trade Proposals of 1911.

### (b) Effects of American Revolutionary War upon Canada.

Results of War of 1812.

## 5. *Canada and Great Britain:*

Imperial Conferences: The Boer War; The British Preferential Tariff; The European War, 1914.

## *References:*

"The Chronicles of Canada."

"The Canada Year Book."

## *For Teachers and Pupils:*

"Canada, The Empire of the North," (Agnes Laut).

"History of Canada," (Roberts).

"The Old Regime in Canada," (Parkman).





## BRITISH HISTORY.

*I.—Period of English History Prior to 1485.*

For purposes of reviewing this period the following topics are prescribed to be thoroughly dealt with in such a way as to make clear the nature, scope and influence of the movements to which they relate, and to link these early movements with later movements having a bearing upon the colonial, industrial, social and naval history of the British Empire.

*The Early English*,—origin, characteristics, settlements, system of government, laws, administration of justice.

*Norman Conquest*,—effects upon England; social, political, educational and industrial.

*The Crusades*,—effects upon England.

*Magna Charta*, and the first parliaments of England.

*The Peasants' Revolt*,—a careful study of all the influences tending to bring it about.

*The Rise of the People*,—effects of: The Hundred Years' War; the War of the Roses.

*II.—Period Subsequent to 1485.*

This period is prescribed for intensive study.

1. *The Development of Political Freedom and Introduction of Great Reforms:*

(a) *The Development of Political Freedom:*

The power of the Sovereign in Tudor times, how secured, the abuse of this power by Henry VII and Henry VIII; the use of it to the advantage of the nation by Elizabeth; the Stuarts with idea of Divine Right of Kings; the struggle of the People against the Sovereign; establishment of the rights of Parliament,—the Petition of Right; the Commonwealth; the "Bloodless Revolution"; the Bill of Rights,—the end of privilege, illegal taxation, favoritism, unjust punishment; liberty of the press.

Life and work of Walpole, the first Prime Minister; Pitt, Earl of Chatham.

Political effects of the American Revolution, the French Revolution, and the Napoleonic Wars.

(b) *The Great Reforms of the Nineteenth Century:*

Catholic Emancipation, First Reform Bill—Abolition of Slavery, Prison Reforms, Factory Act, Educational Reforms, New Poor



Law (1834); Reform Bill of 1867; Reform Bill of 1884; The House of Lords Veto Bill; Irish Reforms; recent land and taxation reforms.

2. *The Growth of Greater Britain—subsequent to 1497:*

Founding of East India Company; settlement in Virginia; capture of Jamaica, Gibraltar; union of England and Scotland; struggles for supremacy,—War of Spanish Succession; Seven Years' War, resulting in acquisition of wide territories in India and America; settlements in Australia; union of Great Britain and Ireland; New Zealand; annexation of territory in South Africa; the Dominion of Canada; the Commonwealth of Australia; the South African Confederacy; influence in Egypt.

3. *Industrial Development:*

Growth of trade and commerce under Elizabeth and during the Commonwealth; the Huguenots; the Industrial Revolution; the great inventions; tariff reforms,—Canning, Peel, Huskisson; the adoption of Free Trade; England's control of the carrying trade; coaling stations, strategic points.

4. *Naval Supremacy:*

Beginning in the reign of Elizabeth, development during Commonwealth and time of Napoleonic Wars, modern expansion and accomplishments,—relation to commercial and industrial activity and to stability of Empire.

5. *Social and Intellectual Movements:*

Renaissance; progress during the reign of Elizabeth,—Spencer, Marlowe, Shakespeare, Jonson, Bacon; Puritanism,—John Milton; The Religious Revival of the Eighteenth Century,—John Wesley; philanthropic movements,—abolition of the slave trade and slavery; reforms of John Howard; Literary revival at the close of the eighteenth century,—Wordsworth; Victorian period,—Tennyson; establishment of educational systems and modern universities.—Manchester, Birmingham, etc.; other important social reforms; taxation reforms.

*References:*

"Short History of the English People," (Green).

"The British Nation," (Wrong).

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CIVICS.

I.—*The Provincial Government.*

*Alberta—The Legislature:* Number of members, local members, qualifications of members and of voters, legislative term, elections, caucus, nomination, balloting, indemnity.



*Organization of Legislature:* The party system, Government and Opposition parties. Premier and Executive Council or Cabinet,—how chosen, general functions.

Departments of Administration: Minister of Public Works, Attorney General, Minister of Education, Provincial Secretary, Provincial Treasurer, Minister of Agriculture, Minister of Railways and Telephones and Minister of Municipalities and Public Health. Present members of Executive Council. Deputies,—powers and responsibilities. Common officers of the government,—School Inspectors, Weed Inspectors, Road Masters. The Public Utilities Commission.

*The Legislature at Work:* Government and Opposition; the Speaker; how laws are made; Bills and Acts, public and private bills; readings.

*Sources of Revenue:* Taxes, subsidies, licenses, fees, fines.

*The Lieutenant Governor:* How appointed, term of office, salary and maintenance; Government House; powers: Summons, prorogues and dissolves the Legislature; assent and veto, how exercised.

Variations in organization of Legislature in different provinces,—one house or two house Legislatures.

*The Law Courts:* Simple introduction of the function of courts in relation to legislative and executive functions explained by terms, law-making, law-enforcing and law-interpreting bodies. Magistrates, Justices of the Peace, Juvenile Courts.

## II.—*The Federal Government.*

Discussion of powers and duties in contrast with Provincial Legislatures; basis of differentiation. Brief inspection of parts of British North America Act, to show division of commoner duties. Use of the terms Parliament and Legislature, of M.P., M.L.A., M.P.P.

*The House of Commons.*—Number of members, distribution, basis of distribution, the census, term of office, members for Alberta.

*The Senate.*—Number, qualifications, term of office, how appointed: members for Alberta; general and special functions of Senate.

*Organization of Commons.*—Government and Appointees,—the Speaker; the Premier and Cabinet. Departments of Administration: Trade and Commerce, Militia and Defence, Finance, Customs, Inland Revenue, Marine, Naval Service and Fisheries, Interior, Justice, Postmaster-General, Public Works, Railways and Canals, Agriculture, Secre-





tary of State, Minister of Labor, Solicitor-General, Minister of Mines, Minister of External Affairs, Ministers without Portfolio.

*Legislation.*—Studied as under Provincial Government.

*Sources of Revenue.*—Taxation, Customs Duties, Inland Revenue, Royalties, Dominion Lands, Post Office.

*The Governor-General.*—Appointment, term of office, maintenance, relation to cabinet, studied as under Provincial Government.

*The Courts of Law.*—General function of the courts of law; District and Supreme Courts.

Trial by jury, bail, pardons, plaintiff, defendant.

*The Imperial Parliament.*—Made up of Commons, Lords and Sovereign. Explain by comparison: High Commissioner for Canada; Canadians in British House; The Imperial Conference.

*Forms of National Government:*

Great Britain.—A Monarchy,—Hereditary; Constitutional.

Canada.—A federal, responsible, self-governing dominion.

Despotisms.—Examples.

Republics.—Examples.

Patriarchal Governments.

*Public Meetings:*

Simple rules of order for conducting of public meetings.

*References:*

Annual reports of the various departments of Dominion and Provincial Governments. (These may be had free by writing to the Departments.)

“The Practice of Government in Alberta,” (Barron).

## NATURE STUDY AND AGRICULTURE,

### GEOGRAPHY.

The Nature Study in the following course is intended to be suggestive rather than prescriptive. That is, it merely suggests certain things, objects in nature or natural phenomena, with which the teacher may deal; it does not pretend to say that with those she must deal to the exclusion of all others. So long as the aims and purposes of Nature Study are fulfilled in the teaching of the subject, it does not so much matter what materials are selected for this purpose, providing they be chosen from the



district or vicinity in which the children live or in which the school is located. Reading, or telling stories about animals or objects not found in the locality, may serve the purpose of arousing an interest in these or kindred subjects, but it is not Nature Study. Nature Study is studying nature, not reading about it or hearing some one else tell about it. Hence although a course is outlined, the teacher should feel free to select from it, to eliminate or to make substitutions for those parts of it, whenever and wherever the natural conditions of her environment suggest that it would be well to do so.

The teacher of Nature Study should get rid of the idea that the dominating aim of this work is to give the child a knowledge only of certain objects, birds, flowers, insects, etc. Knowledge is not the chief aim. True, if Nature Study be properly handled, the pupil will acquire a certain amount of knowledge of his environment. He cannot help it. But to make knowledge the chief aim and to let it determine the methods of presentation would be to go far astray in the teaching of this important subject.

*Geography and Nature Study.*—A difference is sometimes made between geography and Nature Study on the basis of one being a formal body of organized knowledge of general character, and of the other being concerned with incidental, local and perhaps minute nature. As the materials of both subjects for the earlier years of school, however, are common and cannot with advantage be separated, and as the close observation method is appropriate to both, the subjects are combined during the first half of the public school period.

*Formal Geography and Agriculture.*—In the fourth year the geography becomes more formal and takes account of larger physical, commercial, and political relations for the remainder of the course. The institution of the school garden is made a part of the Nature Study work in all of the grades, and is accessory to the definite elementary soil and plant science of the seventh and eighth grades. The work in agriculture is not intended to be specifically vocational and may serve the home-maker or gardener in town equally with the person living and working in the country and give valuable science training to both.

## OUTLINE OF COURSE.

### GRADE I.

#### *Autumn.*

Leaves.—Coloring, falling, collecting, mounting, arranging for display.



Flowers.—Selecting and arranging bouquets of common fall flowers, study of colors, to note and to get an appreciation of such.

Seeds.—Where found on the plant, forms of seed cases, gathering common seeds in their cases: Examples,—poppy, radish, apple, pea, wild rose, etc.

Birds.—Recognition of a few of the commonest and most easily studied birds of the locality, *e.g.*, meadow lark, the house sparrow, wild duck; how you recognize them, *e.g.*, by their appearance, voice, autumn habits; where their nests are found, and what these are like; their leaving us.

Activities.—Preparing for winter, *e.g.*, gathering in of garden stuffs, putting on of warm clothing, autumn sports, etc.

Weather.—Observing at time of their occurrence the nature of weather changes with a view to understanding the use and content of such terms as *hot, cold, sunny, bright, warm, mild, snowy, frosty, foggy, chilly, sharp*.

### *Winter.*

Plants.—Potting, caring for, and watching the growth and flowering of some common bulb,—Chinese lily, tulip or hyacinth. This work may be done in the winter time either at home or at school.

Animal Life.—What winter birds are seen and what they are doing. What the wild animals do in the winter, *e.g.*, rabbits, gophers, coyotes, etc. Winter care of dog, cat, cow and horse.

Activities.—Winter sports, *e.g.*, rolling snow balls, building snowmen, snow games, sleighing, skating.

Weather.—Observing, as before, at the time of their occurrence, weather changes, and using the proper term to describe what is seen,—thaws, frosty, stormy, and zero weather. Frost and its effect on water, on the ground, on window panes, and on fingers, toes and ears. Use as much as possible the pupils' own knowledge of these things.

Direction and Time.—Observing the position of the sun at sunrise, at sunset and at noon. Cardinal points,—North, South, East and West, as related to the above. The terms,—day and night, morning and evening, forenoon and afternoon, midday and midnight. Teach these terms by associating with them the position of the sun and the activities of the pupils themselves and of other peoples at these various times.



*Spring and Summer.*

Plants.—Observe the changes taking place in plant life: the grass becoming green, the buds and leaves forming, the pussy-willows developing. Gather some of each of the two kinds (the woolly and the green) for class room observation. Find and name six spring and six summer flowers common to the locality. Learn to enjoy and appreciate these flowers as they grow, without plucking or destroying them.

## Animal life—

Birds: Observing, naming, and noting the spring and summer habits of the robin, meadow lark, song sparrow, swallow, redwing blackbird and crow.

Frogs: Their piping and where they are.

Domestic Animals: Changes in their coats; how they enjoy spring; the singing and cackling of the domestic fowls as warm weather and freedom comes.

Gardening.—At home or at school; the planting and care of a few vegetables and flowers, *e.g.*, lettuce and radish, sweet alyssum and nasturtium.

Weather Phenomena.—A monthly calendar to be made under direction of the teacher showing character of the weather day by day, *e.g.*, wind, clouds, temperature, rain, snow or sunshine.

*Note.*—The Nature Study work should be correlated very closely with Art, Manual Training, Language and Number.

## GRADE II.

*Autumn.*

Plants.—Study and compare the shapes, colors, and sizes of any six of the following autumn flowers: dandelion, sunflower, pea, blue-bur, golden rod, great yellow herb, nasturtium. Make a similar study of their seeds.

Trees.—Introductory study of shapes and parts of trees; gaining facility in the use of proper terms used in describing them, *e.g.*, root, trunk or stem, branches, buds, leaves. Shade and beautifying value of trees; their value to many kinds of birds.

## Animal Life—

Birds: Study of the wild duck; when and where found; food and feeding; its movements; position of legs; nature of feet and bill; nesting and care of young; flight; covering. A corresponding study of one of the following: vesper spar-





row, junco, house wren. Chief characteristics and uses of common domestic birds, *e.g.*, hens, ducks, pigeons, etc.

Insects: The house-fly; where found; movements; food and feeding; breeding places; habits and danger as a carrier of disease.

Home Activities.—Preparations for winter; harvesting; threshing; storing and hauling grain; marketing products of field and garden.

### *Winter.*

#### Plant Life—

Care of house plants in school and home continued.

Trees: their winter condition; evergreens and those losing their leaves.

#### Animals—

Observational study of cat, dog, cow, horse; their sizes, coats, feet, food and feeding, habits, uses.

Birds: Winter habits of prairie chicken, house sparrow, chickadee; their food and feeding; protection; assisting them to get food in cold weather.

Winter Activities.—Winter sports; skating; coasting; etc. The use made of long winter evenings.

### *Spring and Summer.*

Plant Life.—Trees, swelling of buds; experiments with twigs in water, *e.g.*, balm of Gilead, willow or cottonwood; the development of leaves from the buds. Germinating seeds and developing to maturity the bean, pea, or stocks; learning the parts of these plants as they develop—roots, stem, leaves, flower, seed or fruit.

#### Animal Life—

Birds: The hatching of hen's eggs at home; nature and care of chicks. Return of the birds; observations and lists; watch the building of homes in so far as this can be done without molesting the birds; providing bird houses to place about school and home, *e.g.*, boxes, cans, etc.

Insects: Study of life history of mosquito through having wrigglers develop in jars in class-room.

Frogs: Their piping; their development observed from eggs up through various stages.



Garden Work.—Planting and care of simple flowers and vegetables in home and school gardens. The garden should be used whenever possible in carrying on Nature Study and other school work.

*Note.*—Nature Study should be closely correlated with other subjects, *e.g.*, Language, Art, Manual Training, Geography, Number Work.

Direction and Time.—Review Grade I work; semi-cardinal points; clock reading.

Weather.—Observations and records, from day to day, of kinds of weather; the main characteristics of the different seasons; changing length of day and changes in temperature.

### GRADE III.

#### *Autumn and Winter.*

##### Plant Life—

Golden rod, dandelion, harebell, smooth blue aster, great willow herb, giant hyssop. Recognition; kind of place in which each grows; parts of these plants,—roots, stems, leaves, flowers and fruit. Press samples of flowers and leaves within the leaves of a book.

Trees and shrubs: Collect leaves of different trees and shrubs and learn to identify six trees or shrubs by their leaves. Sort leaves into piles—

- (1) According to shape,—long, round, oval, heart-shaped;
- (2) According to division,—simple and divided;
- (3) According to edging,—unbroken, lobed, or toothed.

Autumn coloration of leaves; fall of leaves; effect of frost on leaves; potting and caring for plants for home and classroom decoration. If possible grow bulbs for winter blooming, *e.g.*, daffodil, narcissus.

##### Animal Life—

Birds: Hairy and downy woodpecker, American goldfinch, purple grackle. Recognition; records of last appearance; where you might expect to find these birds; food and feeding habits; value to man; protection.

Gopher or ground squirrel: Kinds of gophers (striped, flicker-tail, pocket); how you might distinguish them; what they do and how they do it,—eating, digging, carrying food, running, jumping, playing, homes; enemies; what they do in winter; stories about gophers.



Muskrats: Where found; appearance; home-building and winter preparation; food; enemies; nature and use of fur; stories of trapping and hunting, *e.g.*, by Indian, Eskimo, etc. Stories of the beaver.

#### Pond and Stream Life—

Collect pond water containing algae or other primitive plants; put in snails, water-shrimps, water-beetles, tadpoles, etc., and observe their activities from day to day.

#### *Spring and Summer.*

#### Plants—

Violet, lungwort, false Solomon's seal, buffalo bean, butter-cup, shooting star. Recognition by leaves and flowers; where these plants grow; keep records of when first found and when they become common.

Trees: Early in spring when buds begin to expand, collect twigs from trees or shrubs and study the buds found on them as to color, size, shape, arrangement on stem; pick buds open and discover whether they are leaf buds or flower buds; place in water and watch the opening of the buds; observe the unfolding of the buds on the trees and shrubs out of doors. Observe the flowers on the willow, balm of Gilead, Saskatoon, and Manitoba maple; gather young cones from evergreen trees; compare these with the old cones; observe the growth of cones from week to week.

#### Animal Life—

Birds: Crow, catbird, house-wren, swallow, fly-catcher (either the least fly-catcher or the king bird), robin; learn to recognize these birds by color, flight and song; where they live; when they return; what we can do to encourage these birds to live near us; their enemies; their value to us.

Frog: When first heard; when first seen; color; where found; how they swim; how long they can remain under water; how they hop; their food; how procured; why they are always found in or near water in spring; find some frogs' eggs and get some tadpoles and keep in water; watch how they swim; find some tadpoles with legs appearing; what becomes of the tail.

Butterflies: How distinguished from moths; why butterflies visit plants; how they feed; sulphur butterflies; where they





are most common; what they are doing; gather the larvae; feed them with leaves from plants of the same kind as those upon which they were feeding when found, and watch the stages in their development.

**Mourning Cloak:** Compare with color of sulphur butterflies and ascertain why each is so named. How many feet they have; how many wings; gather and rear larvae and observe development.

**Hawkmoth (Sphinx):** Where found. When are they found flying? Shape of body; color; compare position of wings at rest with those of butterflies at rest. If possible, rear larvae in a box containing damp soil and observe development; how this differs from the development of the butterflies; note the long coiled mouth tube.

**Spiders:** Where found; how many legs spiders have; observe a spider spinning its web; uses of webs; draw some web patterns. Place a pencil in a potato or apple and set upright in a pan of water. On this island place a spider and see how he manages to get away.

**Weather.**—Observe it from time to time; exercises on evaporation, condensation and solidification. Forms of water,—rain, snow, hail, fog, mist. Weather charts continued.

**The Sun.**—Teach its apparent movements by actual observation and by shadows, *e.g.*, the position and length of the shadow at different times of the day, and at the same hour each day; variations in intensity of the shadow and variations in temperature as related to the position of the sun and condition of the atmosphere.

**Seasons.**—Observations continued throughout the seasons on varying lengths of day and night; on varying heights of the sun at noon throughout the seasons and the relations of these to temperature. The use of and reading of the thermometer.

**Land and Water Forms.**—Hill, hillside, slope, relation of slopes to running water; a stream, *e.g.*, rill, brook, creek or river; its source, watershed, course, rapids, mouth; uses of stream; a direct study of these as found in the locality as far as possible. A similar study of slough, pond, lake, sea, ocean, mountain, range, peak, plateau, valley, plain, island, cape, peninsula, cutbank, coulee.

*Supplementary Reading.*—Stories and descriptions of other places.



## GRADE IV.

## Plant Life—

Corydalis, tiger lily, alum-root, coltsfoot, gaillardia, wild sunflower, cinquefoil, loco weed, three-flowered avens, anemone, gentian, Canada mint; recognition of these plants; time of appearance of flowers; their environment and easily apparent adaptations to it; their forms; their branchings; the ways in which the flowers are arranged on stem; characteristics of flowers and seed vessels; the beauties of these plants; their uses, *e.g.*, for honey-making, ornamentation.

Caring for and using plants in the garden.

Planting and caring for bulbs (*e.g.*, tulips and narcissus), and other plants for home and school decoration.

Trees and Shrubs: The poplars (*e.g.*, aspen and balm of Gilead), willow, spruce, raspberry, gooseberry, rose, silver berry; recognition of these from the appearance of the plant as a whole as well as from the leaves; the size, branching, bark, buds and leaves—in autumn, winter and spring; budding and blossoming; values for beauty, shade, for its wood or its fruit; their winter condition.

Woods: The nature of the wood of poplar and spruce; of other woods used in the school, *e.g.*, fir.

## Animal Life—

Mammals: Rabbit, mouse, bat and mole. Outside studies; appearance; where found; habits; food and feeding; winter life; tracks in the snow and interpretation of these. Outside work to be supplemented when possible by a closer inspection of a captured or mounted specimen. Supplemental reading, stories of these and similar animals. The correlation of such studies and stories with the animal studies in the geography course.

Birds: Nighthawk, cowbird, blue-bird, grosbeaks, chickadee, shrikes, waxwing, horned lark, warblers common to neighborhood (*e.g.*, yellow, myrtle, Maryland yellow-throat). Recognition of these; records of their autumn and spring migrations; observations and investigations of appearance; places they frequent; habits, movements; feeding; song; nesting habits and nests; their nature; their usefulness; how to encourage their visits; protecting them; use of bird-houses to be encouraged; what they do in winter.



Review birds previously studied through incidental observation:

Inanimate Nature—

Weather; its variations; effects on soils.

Water; its forms and behavior at different temperatures, *e.g.* vapourizing, freezing and expanding with accompanying results.

Coal: Where and how obtained; examination of it; how formed; uses.

Pond and Stream Life—

Observations in aquaria or jars, and in pond or stream of the dragon fly larvae (and later the adults); caddice-fly larvae. water bugs; water-boatmen and back-swimmers; whirligig-beetles; water-striders; mosquitoes. Observe their appearance, movements, their food-getting; how they get air (when this is observable); their growth and development.

Fish: In ponds and aquaria; watch the following: The movements of gills and mouth; how they get food and what food they like; notice the form and covering of body. The care of some fish by pupils.

Other Forms—

The Toad: When and where commonly found; its appearance; compare with the frog; its food and feeding habits. (Put a toad in a glass jar with flies and observe.) Protection against enemies; color, warty covering to resemble the earth; the exuding of a disagreeable substance by the skin. Teach pupils to appreciate the value of the toad to man. The wart fallacy.

Snake: General study to get pupils to realize the harmlessness and the usefulness of the common snake; observe its form and movements; what it eats; find if possible its cast-off skin.

GRADE V.

Plant Life—

A study of the outstanding characteristics of plants which grow (*a*) in water, (*b*) in very dry regions, (*c*) in dense shade; study at least two of each.



**Fruits and Seeds:** A study of the seed vessels and contents of the following plants; pepper grass, French weed, mustards—Ball, worm seed, tansy, hare's ear; how they open to set their seeds free; collect seeds that are scattered (*a*) by the wind, (*b*) by water, (*c*) by sticking to the hairs of animals or the clothing of people, (*d*) in other ways, *e.g.*, thistle or dandelion, Manitoba maple, pine, lamb's quarters, great willow herb, choke cherry, Saskatoon, willow, meadow-rue, vetches, blue bur.

**Weeds:** Collect and press for future study, the blue lettuce, stinkweed (or French weed), ball mustard, shepherd's purse, and the Canada thistle. How you would identify each of the ten noxious weeds: Lamb's quarters, shepherd's purse, French weed, wild barley, ball mustard, wild mustard, blue lettuce, cow cockle, pepper grass, Canada thistle. Clean up the school garden and put it into shape for the coming spring.

**General Plant Study:** The growing and caring for flowering plants in window boxes or pots for ornamentation, *e.g.*, the geranium, petunia and Wandering-Jew, etc. An experimental study of plants in relation to light, *e.g.*, potatoes growing in a cellar, grass covered by a piece of board for a few days, the plants growing in pots or window boxes in the school-room.

Place some twigs of the willow, Manitoba maple and raspberry in a jar of water in the school-room to find out what is necessary to make the buds open. Grow red clover, white clover, alsike clover and alfalfa in the school garden; observe the insects found on them; dig up a plant of each kind from the soil, being careful not to break off the rootlets; wash the soil from the roots and point out similarities; observe the nodules on each. Uses of these plants.

**Trees:** Study the general shape; method of branching; identify by leaves, bark, appearance, and fruit, the following trees or shrubs: Saskatoon, red osier dogwood, western red birch, paper birch, spruce, Manitoba maple, lodge-pole pine, jack pine, western cottonwood, balm of Gilead.

#### Animal Life—

**The Coyote:** Appearance; comparison with the dog and fox as to teeth, size, general appearance, running, etc.; home; haunts; characteristics; food; injury to community; use of skin; stories about the coyote's family.





**Badger:** Kind of country in which he is found; his home; his appearance; suitability of shape to life habits; a study of its feet in particular; its food; its value in destroying gophers. Use the living animal, if possible; if not, use a mounted specimen or pictures. Stories about the fox, timber wolf, bear and wolverine.

**Birds:** Song sparrow, white-throated sparrow, vesper sparrow, flicker, yellow bellied sapsucker, Arctic three-toed woodpecker, evening grosbeak, rose breasted grosbeak, night-hawk, white winged crossbill, Canada jay, blue jay, magpie, snowflake, redpoll, horned lark, ruffed grouse, pinnated grouse, mallard duck, green and blue winged teal, spoonbill, the mergansers, canvasback, Canada goose. Select for study any ten of the foregoing birds that may be found in your locality. Endeavor to find out regarding each what you can by actual observation,—its size, plumage, mode of flight, locomotion on land, call notes, nesting habits, food and feeding habits, migration. Identify each; be able to name it and find out what you can of the value of each. If the living bird or a stuffed specimen cannot be obtained pictures may be used with advantage.

A general study of bird migrations and naming of of those (1) which remain with us throughout the year, (2) those which are summer visitors, (3) those which are merely birds of passage.

**Insects:** Study of the bumble bee,—wings, body, legs, food. The honey-bee,—its home, habits, value to man. Study a ground beetle and a click beetle,—tiger beetle, long-horned beetle, lady-bug.

## Plants—

### GRADE VI.

**Trees and Shrubs:** Wood studies—Procure cross-sections of the trunks of five or six of the commoner trees. Observe heart-wood, sapwood, bark, annual rings, pith rays. Learn to identify each by the appearance and character of the wood. Determine the age of the tree by counting the annual rings, and the year in which the greatest growth occurred; procure other samples of wood from the lumberyard, compare, distinguish and identify. Find out the use or uses for which each is particularly adapted, and the reasons for this. (Manual Training classes can assist in preparing material.)



**Insects on Trees:** Look for insects on trees. If you observe beetles, caterpillars, worms, or grubs, find out the particular nature of the damage done by each. Find trees with caterpillar webs on them. Upon which part of the tree do the larvae feed? What birds do you find searching the trees for insects? What birds search principally the foliage, which search the foliage and limbs or branches, and which search mainly the trunk?

Make a complete list of all the trees you have found and identified in your locality, together with the characteristic features of each. Make a careful study of how to transplant a tree. On Arbor Day dig up some young trees and transplant to the school-yard. (See Bulletin on Agriculture and Gardening for suitable species.)

**Weeds:** Purple cockle, Russian pigweed, Russian thistle, rag weed, redroot, fleabane, wild radish, wild oats, goose grass, couch grass, wild buckwheat. Let pupils learn to identify these or such of them as may be found in their locality. Collect, press, and mount specimens of each when in flower. Collect the seeds of each and learn to identify. Plant these weed seeds in boxes; make a study of each as it comes up and grows; make sketches or drawings together with descriptions of each; uproot the mature plant and note the root system. Find out how the seed is scattered or how the plant is propagated and the best means for its eradication. Compare the time it takes the plants to grow and mature their seeds with the time taken by grains and vegetables to do this. Great care to be taken to prevent weed seed being scattered.

#### Animals—

**Mammals:** The wolverine, weasel, mink, fisher, otter, skunk, wolf, marten, bison, musk-ox, black bear, grizzly bear, polar bear, moose, elk, caribou, mule deer. If the opportunity presents itself, study any of these living animals in their native haunts or in captivity; but if this is not possible, then a study of them may be made from mounted specimens or from pictures. Stories may be read to or by the class about them, in order that they may understand something of the habitat, general appearance, mode of life, feeding, and other habits of each of these animals.



Birds: The avocet, marbled godwit, least sandpiper, semipalmated sandpiper, solitary sandpiper, Bartramian sandpiper, greater yellow-legs, lesser yellow-legs, long-billed curlew, willet, sanderling, northern phalarope, Wilson's phalarope, jack-snipe; the black-bellied plover, golden plover, ring-necked plover, killdeer plover; black tern; the ring-billed gull, herring gull, Franklin gull; Bonaparte gull, the sora rail, American bittern, the coot, Canada goose, loon; the western grebe, holboell grebe, horned grebe, American eared grebe, pied-billed grebe, goshawk, the marsh hawk, Swainson hawk, pigeon hawk and sparrow hawk; the American long-eared owl, short-eared owl, barred owl, great grey owl, snowy owl, American hawk owl, and great horned owl. Make an identification study of ten of such of the foregoing as may be found in your locality; also a study of their feeding, nesting, migratory, or other habits; of their economic value; of the game laws pertaining to them, and of any further measures that might be taken towards their preservation.

Insects: Collect, press and mount specimens of moths, butterflies, beetles, bugs, locusts, and flies. Learn their outstanding characteristics so as to be able to classify them by orders. Study the life histories of two or three of the commoner, so as to learn their economic importance. Endeavour to learn what birds or other insects are the natural enemies of the most injurious species. Think out ways and means and try out methods that might tend to induce such of the birds as have been found valuable in this respect to come to our aid in still greater numbers.

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## AGRICULTURE AND GARDENING.

The course in Agriculture for Grades VII and VIII presents four phases to each of which the teacher should give careful consideration. While, in a measure, these phases are distinct one from another, they will be found to touch at various points, to overlap and intermingle in a variety of ways. The teacher should become familiar with each of these and with the best methods of dealing with them. The phases referred to are:

1. Field work by both teacher and pupils for the study of soils and plants.





2. Experimental work done both within and without the school-room.
3. The study of the authorized text-book; and of books, magazines and bulletins treating topics similar to those under consideration.
4. The application of the knowledge gained to school and home gardening and to farm operations.

## GRADE VII.

### A.—Soil Formation:

1. Atmosphere—wind, heat and cold.
2. Water—chemical action, solvent power, mechanical effects; eroding, transporting, assorting; landslides; frost; snowslides; glaciers.
3. Plant Life—physical effects; chemical effects; vegetable accumulations.
4. Animal Life—disintegration; animal accumulations.

### B.—Soil:

1. Classification according to deposition:
  - (a) Sedentary or residual soils.
  - (b) Transported soils:
    - (1) Drift: (a) Boulder clay or till; (b) Stratified drift.
    - (2) Alluvial soils.
  - (c) Soil and subsoil.
2. Classification according to derivation.
  - (a) Sand, clay, humus, loams.

### C.—Soil Properties:

1. Soil particles—color, shape, size, simplicity or complexity.
2. Adhesiveness—in clay, sand, loam; setting, cracking, shrinking.
3. Moisture, air, lime, acids or alkalies in soils.
4. Organic and inorganic constituents of soils.

### D.—Plant Studies—Germination:

1. Examination of seeds—form, structure, composition.
2. Conditions of germination—heat, air, moisture.
3. Seed vitality—experiments to estimate.
4. Seed purity.



## E.—The Plant:

1. Roots—kind, form, structure, functions.
2. Plant physiology:
  - (a) Function of root hairs.
  - (b) Function of stems.
  - (c) Function of leaves:
    - (1) Transpiration.
    - (2) The plant and light.
    - (3) The green coloring matter.
    - (4) Starch formation.
3. Study of selected plants:
  - (a) Sweet pea—detailed study.
  - (b) Great Willow Herb.
  - (c) Study of floral organs and their functions.

## F.—Study of Economic Plants:

1. Economic study of onions, carrot, cabbage, cauliflower, celery, beet, potato, lamb's quarters, clover, alfalfa.

## G.—The School and Home Garden:

1. Laying out, planning and preparing.
2. Sowing and planting.
3. Care.
4. Storing and marketing of garden products.

## GRADE VIII.

## A.—Review the work of Grade VII—Sections A, B and C.

## B.—Soil Moisture:

1. Dry weight of soils—sand, clay, loam.
2. Rate of percolation of water through dry soils—loose and compact.
3. Capacity of soils for water—sand, clay, loam.
4. Rate of percolation of water through moist soils—loose and compact.
5. Evaporation of water.
6. Capillarity in soils.
7. Mulching of soils.
8. Drainage of soils.
9. Temperature of soils.

## C.—Review work of Grade VII—Sections D, E and F.



## D.—Seed Production :

1. Pollination by wind.
2. Pollination by insects.
3. Some important insects.

## E.—Plant Propagation :

1. By suckers.
2. By cuttings.
3. By layering.
4. By bulbs.

## F.—Plant Foods and Food Getting :

1. Constituents of plants :
  - (a) Water.
  - (b) Carbon.
  - (c) Ash or Mineral matter.
2. Foods in plants :
  - (a) Starch.
  - (b) Sugar.
  - (c) Proteid.
  - (d) Oils.
3. Starch formation in leaves—conditions necessary.
4. Foraging by plant rootlets :
  - (a) Root hairs.
  - (b) Osmosis.
  - (c) Classes of plant food (fertilizers).
  - (d) Conditions for absorption.
5. Atmospheric foods :
  - (a) Carbon dioxide.
  - (b) Nitrogen—root tubercles.

## G.—The School and Home Garden :

1. Laying out, planning and preparing.
2. Sowing and planting.
3. Care.
4. Harvesting.
5. Storing and marketing of garden products.



## GEOGRAPHY.

## GRADE IV.

*Map Work.*—Construct a map of the table or teacher's desk. Teach how to reduce to a scale lengths and areas. Map the school-room, school ground, block or section. Teach how things or places are given their location on a map, bringing out the importance of distance and direction. Teach the directions, East, West, North and South with reference to the map.

*The Earth as a Whole.*—The earth, its shape, axis, poles, the equator, great circles and zones. An elementary study of climate. Characteristic plant and animal life of the zones. The continents and oceans,—their names, relative positions and sizes. Review and complete the study of land and water forms. The globe and map of the world to be used.

*North America.*—Review, using the map of the world, its position in relation to the other continents and the oceans bordering on it. With map of North America, study its more important coast and surface features,—slopes, rivers, lakes and mountains. A general idea of its climate. The countries of which composed.

*Canada.*—A similar study to that of North America. Its provinces; their positions and names.

*Alberta.*—To the extent to which it can be done locally, make a first-hand observational study of the people, conditions, and activities of your town or district. People,—nationality, habits, characteristics, peculiarities, occupations, home, dress, etc.

Industries and trades; kind, materials used, their kind, where obtained, how worked up or made into things, what is done with these, the people employed and the division of labor among them. Trade,—stores, their kind, what is in them, where it came from, what the people do with it who buy it, what they give in exchange for it, what use they make of it. Transportation,—the things carried each way on the town street or country road passing the school-house, their kind or variety, where obtained, how obtained, where they are going, what use is to be made of them, the vehicles and power used. A more extended study of other routes, forms of conveyance, power used (primitive methods of transportation), articles conveyed, and the uses to which they are put. Weather,—its influence on production, industry and transportation, *e.g.*, late spring on seeding, wet weather on threshing, snow-storms on the hauling out of grain, etc. Important events happening within the province,—place, nature and importance.





## GRADE V.

*North America.*—Position; extent; general shape; physical features; coast features; climate; natural resources; peoples and industries; products; trade and commerce. Political divisions and main features of these countries; climates, resources, industries, chief centres for industry and commerce.

*Canada.*—Position; boundaries; physical features; coast features; climate; peoples; resources; industries; products; trade and commerce; chief highways. Political divisions with capitals and main centres of industry and commerce.

*Alberta.*—Similar study to that of Canada but more in detail.

*Note.*—The relationships between these various studies should be developed, *e.g.*, between physical features, climate, etc., and resources, industries, etc.

*Map Drawing.*—North America; Canada; Alberta.

Supplementary reading on important peoples, their lives and activities; and on important events in the history of Canada,—thus correlating geography and history.

*The Empire.*—A brief survey of the Empire sufficient to have the pupils know what and where are the chief divisions, *e.g.*, British Isles, India, South Africa, Australia and New Zealand, Canada, Newfoundland, British West Indies; the place of the Empire in the world.

## GRADE VI.

*Climate.*—What climate is; the conditions of the air as to temperature, moisture, air movement, sunshine. Factors or conditions affecting it;—latitude, air movements, moisture content, barriers, bodies of water, altitude, slope.

*South America.*—Its position; extent; shape; physical features and coast features; climate; natural resources; industries; products; important cities; trade and commerce; the relationship of these to one another; its chief countries and peoples briefly studied. A general comparison with North America.

*Europe.*—A similar study of Europe with a more complete study of the important countries.

*British Isles.*—A similar study, with more detail than other countries of Europe.

*Map Drawing.*—South America; Europe; British Isles.



## GRADE VII.

*Asia.*—Position; extent; shape; physical features and coast features; climate; the natural resources; industries; products; important cities; trade and commerce; relationship of these to one another; the peoples of the more important countries. Include in your studies the East Indies.

*Africa.*—Similar study to that of Asia.

*Australasia.*—Similar study to that of Asia and Africa.

In each continent emphasize the parts belonging to the British Empire.

*Map Drawing.*—Asia; Africa; India; Australia; New Zealand.

## GRADE VIII.

*General.*—Review continents; compare with one another as to continent structure and drainage; peoples; climate; natural resources and the development of these; industries and products.

*The British Empire.*—Its political divisions; its growth and development; the relationship of the parts commercially, industrially and politically to one another and to the Mother Country; the people and their activities, with special attention to Canada; trade relations within the Empire and with other countries.

*Maps.*—Alberta; Canada; British Isles.

A general study of climate throughout the world, with special emphasis upon the following influencing factors: latitude, trade, anti-trade and other winds such as land and sea breezes, barriers across their paths, altitude, precipitation, proximity of large bodies of water.

*Astronomical Geography.*—The astronomical day, and cause of day and night; the month and movements of the moon; the year and movements of the earth and sun; latitude and longitude; cause of seasons; eclipses of the sun and moon; ocean currents and tides; their effects and importance.

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 GEOMETRY.

## GRADE VIII.

A course in Practical Geometry intended to train the pupil in accuracy in drawing lines of required length, in measuring lines, in con-



constructing angles of given magnitude, in measuring angles that are constructed, and in the construction of geometric figures generally.

The year's work will provide an excellent foundation for the courses in Theoretical Geometry and in Mechanical Drawing for the higher grades.

*Instruments Required.*—A ruler, a pair of compasses, a protractor, a pair of dividers and a set square.

*Outline Geometrical Elements.*—Construction of triangles, equality of triangles; bisection of lines and angles; perpendiculars; theorems respecting the angles of a triangle; parallel lines; parallelograms, rectangles and squares; relations in area between parallelograms and triangles; squares on the sides of a right angled triangle; the circle, its symmetry; tangents; finding centre of a circle; tangents to circles, and circles touching one another; angles in a circle; relation between segments of intersecting chords; triangles in and about circles; circles in and about squares; squares and circles in and about circles and squares; regular polygons; similar triangles.

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## INDUSTRIAL EDUCATION.

It is generally recognized that some opportunity must be given to children to express themselves in materials. The following programme has this object in view with the further idea of a definite study of the history of materials used, and the simple processes connected with the making and the use of the home utensils, and tools in common use.

Definite instruction should be given at regular intervals in this subject. Mere contact with material will not necessarily be of any educative value, thus "busy work" should not be substituted for instruction in handwork unless previous instruction, leading up to this practice period, has already been given.

Children should be taught to appreciate form, space and proportion, and apply them to the objects made. They should be taught to observe, think, plan, and lastly express the results of such deliberations. Cultivate the habit of attacking and solving a difficulty and encourage any inventive faculty that may be present.

Art and handwork are so closely related that they should be developed simultaneously.





To make such development more easily possible the Bulletin relating to instruction in Art is being revised in such a way as to include the work in Manual and Household Arts under the general title of "Studies in Industrial Education."

## ART.

*Note.*—For detailed suggestions regarding the course in Art see "Bulletin Relating to Instruction in Art," which may be obtained upon application to the Department of Education, Edmonton.

*Aim.*—The aims of Art training in the elementary and secondary schools are: (1) to cultivate an appreciation of the beautiful in the world about us and to develop judgment and good taste by means of a study of the underlying principles of beauty; (2) to foster accurate observation through drawing; (3) to develop the power of expressing ideas graphically and in a harmonious and pleasing way.

Its value lies in the gradual growth of power to see and feel pleasure in beautiful relations of form and color, in the development of appreciation of beautiful pictures and the messages they convey and in giving command of the best means of expressing oneself through the medium of art materials. Mere skill in representation, while of value, does not represent either the aim or the spirit of the course.

*Materials.*—The following materials are recommended for—(a)

Grades I to IV:

White drawing paper 6 in. x 9 in. or 9 in. x 12 in.

Assorted tinted construction papers will also be found helpful.

A stick printing outfit with three colors.

A box of crayons containing eight colors. Pastel crayons or wax crayons, or both, may be used.

A water-color box containing three primary colors and a brush.

Black ink or black water-color.

A pair of scissors (preferably with sharp points and a 5-inch to 6-inch blade).

An ordinary soft lead pencil and pencil eraser.

(b) Grades V to VIII:

White drawing paper 9 in. x 12 in. Tinted papers and cross-section papers will also be found very useful.

A good soft drawing pencil and soft eraser.



A box of water-colors with at least three colors, preferably six to eight colors, and a water-color brush.

Waterproof India ink or black water-color. Opaque water-color, as Chinese white or tempera paint is a good medium for use on colored papers.

### OUTLINE OF WORK.

#### GRADE I.

*Design.*—Make borders and surface patterns by arranging spots or units, with special attention to uniformity. Plan and make decorations for doll's house or other hand work. Learn to recognize and use the six standard colors. Simple doll costumes cut from colored papers.

*Representation.*—Illustrative drawing relating to child's experience and stories. Cut shapes to form simple landscapes. Draw line action figures. Simple mass drawing and cutting from spherical objects and from nature.

*Picture Study.*—Study pictures relating to child life, home and pets.

#### GRADE II.

*Design.*—Make borders and surface patterns with special attention to the grouping of units. Draw or cut shapes of capital letters. Combine primary colors to make secondary colors. Make flat washes in ink and color. These may be used for paper cutting. Plan costumes for symmetrical paper dolls.

*Representation.*—Illustrate games or stories in accordance with the season of the year. Introduce wash landscape. Represent simple objects based on sphere, hemisphere, and cylinder, in mass and in line. Draw or paint leaves and fruits.

*Picture Study.*—Study pictures relating to child life, home and pets.

#### GRADE III.

*Design.*—Make designs involving the use of motifs from nature. Plan suitable proportions of, and decorations, for handwork. Use capital letters. Consider tints and shades and make graded washes. Plan doll costumes suitable for different occasions or seasons.

*Representation.*—Illustrative drawing including people and animals. Paint simple landscapes and from nature showing variation in color. Represent common objects, including pottery shapes, in silhouette and in line.

*Picture Study.*—Animal pictures and pictures relating to child life.



## GRADE IV.

*Design.*—Plan shapes and decorations for modelling, basketry, and cardboard problems. Cut and use simple paper stencils. Space letters on card or booklet. Make illustrative compositions. Study complementary colors. Adapt costume to paper dolls with attention to values of gray or color.

*Representation.*—Draw Indian patterns in line or color. Paint landscapes. Make silhouette drawings from pose. Represent familiar objects based on type solids including sphere, hemisphere, cylinder, cone, and cube. Draw from nature.

*Picture Study.*—Picture of landscapes with figures or animals, or pictures showing action or work.

## GRADE V.

*Design.*—Introduce principle of designs. Make suitable designs for hand work in accordance with the principles. Use stencil, block print, or stitch forms. Pen and brush lettering. Use finders to secure good compositions. Complementary color schemes using grayed colors. Application of color schemes to costumes.

*Representation.*—Draw typical motifs from the historic ornament of Egypt. Render landscapes in flat tones. Simple life drawing from pictures, toys or pose. Study foreshortening of the circle and one-point perspective. Object and nature drawing.

*Picture Study.*—Study pictures showing adventure and history seasonal elements in landscapes.

## GRADE VI.

*Design.*—Application of the principles of design to simple spacing exercises and decorative designs. Capital and lower case letters. Compositions in line and in values. Analogous color harmony. Adaptation of costumes to paper doll figures with attention to color harmony.

*Representation.*—Draw motifs from Greek historic ornament. Represent landscape in different seasons. Draw figure from pose which will be suitable for use in costume design. Study and illustrate principles of one-point and two-point perspective. Sketch from nature.

*Picture Study.*—Study pictures showing adventure and history. Seasonal elements in landscape.



## GRADE VII.

*Design.*—The spacing of letters considered as a design problem. Use design motifs from historic ornament and from nature. Work out a paper costume or room interior in values of harmonious color. Make color chart including full and grayed intensities.

*Representation.*—Draw Roman historic ornament. Sketch landscapes and the human figure. Object and nature drawing with attention to details.

*Note.*—Emphasis should be given to representation, with a careful study of the principles of perspective and much time devoted to object and nature drawing.

*Picture Study.*—Study religious pictures, animal pictures or pictures showing occupations and industries.

## GRADE VIII.

*Design.*—Review principles of design and make application in the construction and decoration of useful articles. Study commercial uses of letters and common alphabets. Make Roman letters. Decorative compositions rendered in harmonious color schemes. Review color theory. Study costume design and interior decoration.

*Note.*—Special emphasis should be given to design and much time devoted to the working out of practical design problems.

*Representation.*—Draw landscapes, figures or animals, interior of a room or simple furniture, and plant forms in different mediums and in accordance with the principles of perspective.

*Picture Study.*—Study pictures from the standpoint of composition—landscapes, portraits, etc.

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 MANUAL ARTS.

In all grades in this subject the materials and processes should be such as to be within the mental, physical and social powers of the child. The course develops gradually in difficulty from grade to grade in its demands upon each of these phases of the child's life. At each stage it calls for development in knowledge, in technique, in the control of materials and tools and in an intelligent appreciation of the social relationship of the industries in which the materials and processes are used in the industrial world.





## ELEMENTARY MANUAL ARTS FOR GRADES I TO V.

*Equipment and Materials.*

Scissors, punches with circular die, rulers, compasses, triangles, pencils, erasers, No. 18 or No. 19 tapestry needles, paper-weaving needles, simple looms, simple modelling tools, a paper cutter for teacher's use.

Sufficient cupboard space should be provided to store new stock and finished and unfinished models, also suitable racks, or trays, for storing scissors and punches.

For weaving: Paper mats (preferably not less than  $\frac{1}{2}$  inch strips), wools, jute, rug yarn, chenille, carpet warp, etc.

For basketry: Raffia or grasses, reed, rope or other material for foundations.

For modelling: Clay or prepared modelling material as Modellit or plasticine.

For paper and cardboard construction: Folding papers or poster papers cut in four or five inch squares; tinted drawing papers or cover papers for paper construction and booklets; Manilla tag, cover papers, Bristol board, etc., for cardboard work. Cord or ribbon, paste, or mucilage.

## GRADE I.

*Projects.*—Doll's house—kitchen and living room. Give brief talks on the use of the kitchen and living room.

*Weaving and Basketry.*—Consider the simple uses of cloth. Make a paper woven rug for doll's house. Weave simple textile mats on a cardboard loom. Make models involving raffia winding and braiding.

*Paper Construction.*—Study the house as a shelter. Give simple exercises in paper folding. Make toy furniture, based on the sixteen square fold, using construction paper; *e.g.*, chair, table, bench, cupboard suitable for doll's house. Illustrative and decorative cutting and tearing.

*Modelling.*—Model simple fruits, vegetables, dishes, toys and animal forms.

## GRADE II.

*Projects.*—Doll's house—dining room, bedroom and porch. Talk on the use and care of clothing, bedroom and dining room.

*Weaving and Basketry.*—Consider the source of materials used in clothing—plant or animal. Study briefly the weaving process and weave



doll's articles such as—cap, muff, etc. Use two or more colors in raffia winding and braiding making doll's hat, mat, etc.

*Paper Construction.*—Give further study of the use of the house. Make rooms as a class project and construct paper furniture for the dining room, bedroom and porch.

*Modelling.*—Study the source and use of clay. Model simple objects based on sphere, hemisphere and cylinder, flowers, leaves and fruits. Illustrate stories.

### GRADE III.

*Project.*—Department Store.

*Mechanical Drawing.*—Study the ruler as a measure limiting measurements to one-quarter inch. Make and use the circle marker. Teach the meaning of lines used in working drawings.

*Weaving and Basketry.*—Study the origin and use of baskets. Make a mat, tray or basket, using a neat and even sewing of raffia on a soft foundation. Teach the lazy squaw stitch and concentric design. Study wool in connection with its source of supply and the processes entering into the manufacture of cloth. Weave doll's articles such as a hammock or rug with attention to design.

*Paper and Cardboard Construction.*—Consider various kinds of paper in general use and the materials from which it is made. Construct simple stiff paper or light cardboard envelopes, boxes, cards and booklets from patterns previously drawn. Cut toy animals and decorate them.

*Modelling.*—Study building materials and hand-made pottery. Use modelling tools in making simple pottery shapes, animals and figures. Apply decoration with a pointed modelling tool. Model landscapes in low relief.

### GRADE IV.

*Project.*—Department Store.

*Mechanical Drawing.*—Teach the correct use of triangles and compasses. Make drawings for cardboard modelling.

*Weaving and Basketry.*—Study materials used in making baskets, where and how obtained. Discuss the origin of Indian units of design. Make baskets with radial design introducing the knot stitch (small baskets of reed and raffia with simple Indian design involving spots of color are preferred.) Pine needles, grasses, cord, etc., may be substituted



for the reed foundation. Weave simple reed or splint baskets. Pupils are expected to recognize such fabrics as cotton, wool, silk and linen, and give some information as to the origin of the same.

*Cardboard Construction.*—Study the making and keeping of records; e.g., picture writing, writing on stone, clay, wax tablets. Work out box, envelope, card and book problems.

*Modelling.*—Study manufacture of pottery and use of cement. Model animals and figures, examples of bas relief.

#### GRADE V (BOYS)

*Equipment.*—Drawing boards, T-squares, triangles (set-squares), cutting knives, cutting boards (hard wood, heavy mill board, zinc or glass), rulers (a brass edge is preferable to prevent knife cutting ruler), pressing boards and weights, or book press, eyelet punches, scissors, jars and brushes for adhesives. A paper cutter and a small book-binder's sewing frame is also desirable.

*Materials.*—Drawing paper 9 x 12 ins., straw board or pulp board, lining and end papers, cover papers, binders' cloth and linen, eyelets, and paste, mucilage or binders' glue.

#### *Outline of Work.*

*Industrial Studies.*—Modern paper making, manufacture of paper boxes and book-binding.

*Mechanical Drawing.*—Dimensioning, development of surfaces for cardboard work. Make accurate drawing of a limited number of selected models, using drawing board, T-square and triangles.

*Shop Work.*—Covered cardboard models and simple book-binding, involving the following processes: Cutting with knife, scoring, binding, lining and covering, making hinges, folding and sewing.

#### GRADE VI (BOYS)

*Industrial Studies.*—Timber study—tree to lumber. Construction, care and use of tools.

*Mechanical Drawing.*—Full and half size working drawings of selected shop models, including lettering.

*Shop Work.*—Models to involve joinery limited to butt and housed joints.





The following processes to be taught: Surfacing, squaring, gauging, chiselling, boring, cutting curves, using nails, screws, file and sand-paper. These should be embodied in objects of interest and use, such as toys and small articles for use in the home. Finish with oil stain.

#### GRADE VII (BOYS)

*Industrial Studies.*—Elements of wood growth from forestry standpoint. Common faults in lumber. Methods of seasoning. Common methods of preventing warping and checking. Kinds of wood. Cost of materials used.

*Mechanical Drawing.*—Accurate working drawings in pencil. Drawing to scale. Some freehand sketches of working drawings.

*Shop Work.*—Work to include useful articles such as book racks, boxes, tabourets, lamp stands, etc., and to involve the following elements of joinery: Dado joint, half-lap joint, dowel joint, and simple mortise and tenon joint. Finish with stain and wax.

#### GRADE VIII (BOYS).

*Industrial Studies.*—Carpentry and building. Mechanical principles of tools. Theory of nails, screws, bolts, glue, etc. Finishing and finishing materials. Computation of raw stock and cost.

*Mechanical Drawing.*—Use of ruling pen. Simple geometric drawing. Isometric drawing of simple straight line objects. Make complete working drawings for woodwork model containing several parts. Design shape and proportions in accordance with purposes of use and principles of beauty. Some freehand sketches of working drawings.

*Shop Work.*—Models involving the following elements of joinery: Mitre joint, edge joint, keyed mortise and tenon joint and haunched mortise and tenon joint. The work should include fitting of hardware and finishing with stain, wax, shellac, varnish, etc. Suggested models: Picture or mirror frame, drawing or baking board, child's table or chair, simple cabinet or cupboard with hinged door.

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### HOUSEHOLD ARTS.

#### GRADES V AND VI.

The aim in this course is to give the pupils a broader conception of the problems underlying the work in clothing and textiles, and to encourage an appreciation and respect for the labor involved in making



good articles of clothing. A certain measure of skill is also one of the aims, that the pupils may be able to make worth while articles for personal use and others connected with the school, home and community. The work in textiles helps the pupils to choose the proper materials for the purpose intended, and gives them some ability in selecting and caring for their own clothes.

In the Grade V course it is the intention to so link the Art and Manual Training with the Household Art that problems and projects may be worked conjointly, resulting in a useful article made beautiful, thus illustrating all the principles of art and good workmanship.

The selection of models in this course is such as to cover the elements of sewing. These serve as a medium of instruction and should be such as to interest the pupils and in each case they should have a definite purpose and usefulness.

Service should be the underlying idea in all this work. Correlating or dovetailing the work of the fine and industrial arts enables the boys and girls to work on the same problem. This is desirable, that the continuity of the application of design to different mediums be not broken.

The course for Grade VI is designed for girls. The making of garments for personal use or making for others is entailed. This involves machine and hand sewing, simple drafting, use of commercial patterns, the design, construction, economics and care of simple articles of clothing.

The courses in fine art and in household art are intended to parallel each other as far as the principles of colour and design are concerned. The Household Art classes carry these principles over to the hand or machine work design on the garments.

The textile work in Grades V and VI covers the sources, and manufacture of the common fibres, cotton, linen, silk and wool; their characteristics, weave, design, identification, cost, widths, durability and suitability are studied. This knowledge helps in the right selection of material for the hygienic comfort, style, design and purpose for which the material was intended. The pupils thus are able to understand some of the problems of labor conditions and appreciate right wages for workmanship in well done ready-made articles. This in turn suggests a sympathetic study of some of the ethics of shopping.

In general practice it is usual for the school authorities to supply the material needed for the work in Grade V and for the pupils to supply or pay for their own materials for the work in Grade VI.



## GRADE V.

1. An introductory lesson on position when sewing, equipment for work-box, threading of needles and making knots.

2. Plain stitches and simple decorative stitches—taught and applied in the making of such articles as a table-mat, jewel-case, hair-receiver, bag, napkin-ring, needle-book, book-cover, handkerchief-case, blotter-corners, letter-case, book-marker.

3. Hems—taught and applied in the making of a duster, doll's sheet, towel, wash-cloth, etc.

4. Plain seams and joining tapes—taught and applied in making a marble-bag, button-bag, work-bag, book-cover, brush and comb case.

5. Patching and darning including hemmed patch, flannel patch and stocking darning—taught and applied in repairing garments, darning of sweaters and stockings, gloves or mittens.

6. Gathering and stroking gathers, putting on bands—taught and applied in making a small apron or petticoat.

7. Sewing on buttons and making blind or tape loops—taught and applied in finishing or repairing simple garments.

8. Knitting and crocheting—taught and applied in making an article such as a wash cloth with crocheted edge.

## GRADE VI.

*Theory.*—Napery hem, button holes, tape loops, decorative stitches, hemstitching. Use and care of sewing machine. Garment making—use of commercial patterns, cutting out and construction work.

*Problems.*—Cooking outfit—apron, towel and pot holder with covers. Fancy apron (by hand). Mending—stocking darn. Nightdress or middie.

*Textiles.*—Elementary study of the wool and silk fibres and fabrics.

*Reference Books for Grades V and VI:*

“Sewing Course” (Mary S. Woolmon): F. A. Fernald, New York.

“Sewing Manual” (Prepared and published by Department of Education, Toronto, Ontario).

“The Sewing Book” (Prepared and published by the Butterick Publishing Co. of New York).

“Hints on Choosing of Textiles” (Titsworth): New York State Agricultural College, Ithaca, N.Y.

“Household Textile Sewing” (Bulletin No. 1, The Cornell Reading Course).



## HOUSEHOLD SCIENCE.

## GRADES VII AND VIII.

The aim of the course is to teach the art of cooking, to connect the interests of the school and the home, and to elevate the tasks of the home to their proper position of dignity and honour by bringing to them a trained intelligence and a systematized knowledge.

In Grade VII the pupils are expected to form habits of neatness and cleanliness; to acquire system and accuracy in carrying out recipes; to manage simple serving with speed, daintiness and ease; and to perform routine work quickly and without unnecessary noise. They should learn to care for cooking utensils and general kitchen equipment, and should acquire an understanding of, and skill in, the usual processes of household laundry work.

In Grade VIII the pupils are expected to acquire independence and self-reliance with reference to the work undertaken and to get some understanding of the nutritive and the economic value of foods. Five of the lessons deal with the planning of simple menus and the preparation, serving and cost of family meals. Four lessons treat of the home care of the sick, and four lessons are devoted to a consideration of the problems of household management. The work incidental to the cooking should give practice in actual housekeeping.

*OUTLINE OF WORK.*

## GRADE VII.

1. Principles and practice of each method of cooking—boiling, simmering, steaming, steeping, toasting, broiling and pan-broiling, sauteing, deep fat frying and baking.
2. Serving simple breakfast.
3. Study of food principles.
4. Fuel foods—  
    Starch—cornstarch, vegetables, cereals.  
    Sugar—syrup, candy.  
    Fats and oils—animal and vegetable fats.
5. Proteins—meats, fish, milk, cheese, eggs.
6. Flour mixtures and their leavens—steam, air, soda and acid-baking powder.
7. Luncheon—organization, preparation, serving.





## 8. Laundry—

Study of laundry equipment and supplies.

Arrangement and preparation of family washing. Removal of stains.

Washing and ironing table linen, white and colored cotton, woollens.

Making of soap—demonstrated.

Laundering white and colored silks, art linens and lace.

Renovating velvet, cleaning gloves.

## GRADE VIII.

## A.—Cooking:

1. Canning and preserving.
2. Salads and salad dressing.
3. Vegetables.
4. Pastry.
5. Gelatine desserts.
6. Bread and rolls.
7. Cookies.
8. Cake and cake icings.
9. Meats and soups.
10. Made-over dishes.
11. Frozen desserts.
12. Lunches.
13. Serving meals—luncheon, supper, dinner; table setting; balanced menus, computation of costs.

## B.—Home Nursing:

1. The Nurse—personality, appearance, dress.  
The Patient—personal care, attention.
2. The Sick-room—location, furnishing, ventilation, cleaning.
3. Invalid Cooking—liquid diet, semi-liquid diet, convalescent diet.
4. First Aid—
  - (a) Burns, scalds, bruises, frost-bites, etc.
  - (b) Fainting, bleeding, sprains and other emergencies—bandaging.

## C.—House Management:

1. Location of house, water supply, sewage, cellar.
2. Daily and weekly care of the house.
3. Personal accounts, simple book-keeping.
4. Purchasing—the ethics of shopping.



## PHYSICAL TRAINING.

### SCOPE OF THE COURSE.

The course includes class tactics, marching, elementary drill, free gymnastics, kindergarten games, figure marching with dance steps, dumb-bell drill, wand drill, Indian club drill, fire-drill, stationary apparatus work, track and field athletic sports, basketball, hockey, and other league sports, squad drill, skirmishing, rifle drill and target practice.

### AIMS OF PHYSICAL CULTURE.

The object of the work is to give right physical development and to correct physical defects by attention to movement and to sitting and standing positions; to counteract morbid tendencies by creating a habit of physical activity; to develop a capacity for corporate action by discipline and the practice of prompt obedience; to promote grace of movement; to give muscular development; to teach courtesy; and to afford relaxation from school routine.

### *Organization of the Course.*

Physical culture should have a recognized and fixed place on the time-table of school-work, but as one of its aims is to afford relaxation and to bring about better conditions for mental work, considerable elasticity as to the time having exercises should be allowed. It should be given at such times and to such extent as may seem desirable when it will be a wholesome break in the routine of school work. The duration of a regular exercise lesson should vary from 10 to 30 minutes, according to the age of the pupil. A half hour in solid exercise is rather long, but as time is usually lost in preparation and in moving to and from the class room to the place of exercise, the half hour period will probably be found suitable.

While it is to be understood that a change from mental to physical work is a relaxation for the pupil, it is not to be supposed that the change means a relaxation of attention, but only that the point of attention is changed. The three necessary features to secure satisfactory work in physical exercise are silence, steadiness and precision, and for these attention is indispensable.

The progress of the pupil through a right course of physical training will be marked by a greater complexity as he advances in his course. This will be rather apparent at the beginning of the fifth year, but all the



higher phases of work will have a corresponding basis and growth in the four earlier years. The first four years' work will consist, in the main, of what we may call free gymnastics. At the beginning of the Fifth grade in town and city schools, where greater elaboration is both necessary and possible by reason of the greater time devoted to the work, light apparatus consisting of dumb-bells, wands and Indian clubs should be introduced. In the last two years a small equipment of fixed apparatus consisting of parallel bars, horizontal bar, flying rings, climbing rope, trapeze and vaulting horse will be found equally desirable. The difference between the work in the city and country school is indicated by alternate sections in the course. In the upper four grades of the school the use of the wands, dumb-bells and clubs applies equally to girls and boys. In the case of the girls, in the last two years, special attention should be given to exercises in deportment and carriage by figure marching, drills and to the development of sound, active bodies by such games as basket ball. In the case of the boys, the same results will be attained by cadet training, field and athletic sports.

A properly organized system of Fire Drill should be practised in all town and city schools as a precaution against panic among the children in case of a fire occurring in school during the time school is in session. A circular suggesting the manner of carrying out Fire Drill can be secured from the Department.

#### *Variation of Work According to Season.*

Physical training should be adapted to changes in season. In the junior grades tactics and marching should receive attention in the spring and autumn months, and gymnastic exercises in the winter months. In the higher grades, track and field sports, squad drill, and skirmishing should be taken out of doors in the autumn, and dumb-bell, wand, apparatus and rifle drill indoors in winter. In the spring, basketball, baseball, and cadet training should be taken out of doors.

#### *Directions for Conducting Physical Exercises.*

In order to secure the best results from physical training in schools certain conditions are necessary. In the first place, a temperature that is suitable for pupils while sitting is too warm for them while taking exercise. When the season and weather permit, physical exercise should be taken in the open air. When they are taken in the class room, the windows should be opened to admit fresh air and to reduce the temperature. Pupils will not suffer from a considerable lowering of temperature if they are put into active bodily exercise. A temperature above 60 degrees is unsuitable





for physical exercises. If pupils cannot be taken outside, an assembly room is preferable to the class room on account of the obstruction to free movement caused by the desks. It is likewise a change of air. Pupils should not be permitted to exercise with wraps or rubbers on. In the case of boys it is advisable to have them remove their coats. Most pupils are benefitted by vigorous physical exercise. Delicate pupils, however, should not be obliged to take more exercise or to exercise more vigorously than they can do easily and pleasurably. Up to the end of the fourth year in school the same exercises are suited to both sexes. After the fourth grade the sexes may be separated. Much of the benefit of this work is of an incidental character. Close attention should be paid to the sitting and standing position of the scholars; lying down in seats should not be permitted. All class tactics, particularly those of entering and those of dismissing can be made of great disciplinary importance. Good marching, silence and steadiness should always be insisted upon. Teachers can also do a great deal in encouraging little actions of courtesy, such as raising their caps to ladies, saluting gentlemen acquaintances, closing doors, picking up articles which have fallen, etc. All calisthenic exercises should be made pleasurable to the scholars, particularly in junior rooms, where relaxation is one of the chief ends of this work. Kindergarten games and songs should have a prominent place. The children should be taught a number of good songs to sing as an accompaniment to marching.

*Equipment.*—The question of equipment is essentially one for town and city schools. In country schools nothing is necessary beyond the provision of jump stands, basketball goals, football goals, vaulting pole, tug-of-war rope, and such equipment as is supplied to cadet companies.

*Authorized Texts:*

“A Syllabus of Physical Culture Exercises for Elementary Schools”:  
Eyre & Spottiswoode, London, England.

*Reference:*

“Freehand Gymnastics” (Bancroft) : Heath & Co., Boston.

## TOWN AND CITY SCHOOLS.

### GRADE I.

*Class Tactics.*—Morning and afternoon salutation to teacher. Proper method of greeting an announced visitor. Sitting position at attention, method of class standing, standing position in the aisles. Methods of marching to places in room at hours of assembly.



*Elementary Drill and Marching.*—Boys to lift or touch the cap to lady and gentleman acquaintances. The direction right and left. Position of attention, standing at ease and standing easy, stepping forward and backward, marking time, covering, taking full arm interval from the right, opening and closing ranks, taking distance and quick march, halt, etc.

*Kindergarten Games.*—Squirrel, skipping, tag, chickadee, observation, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, color games, occupation games, sandman, etc.

## GRADE II.

*Class Tactics.*—As in Grade I with more accuracy of movement.

*Elementary Drill and Marching.*—Boys to lift or touch the cap to lady and gentleman acquaintances. The direction right and left. Position of attention, standing at ease and standing easy, stepping forward and backward, marking time, covering, taking full arm interval from the right, opening and closing ranks, taking distance and quick march, halt, etc.

*Gymnastic Exercises.*—Tables 1 to 10 of Text-book.

*Kindergarten Games.*—Squirrel, skipping, tag, chickadee, observation, statue, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, occupation games, color games, sandman, etc.

## GRADE III.

*Class Tactics.*—As in previous grades.

*Elementary Drill and Marching.*—Boys to lift or touch the cap to lady and gentleman acquaintances. The direction right and left. Position of attention, standing at ease and standing easy, stepping forward and backward, marking time, covering, taking full arm interval from the right, opening and closing ranks, taking distance and quick march, halt, etc. Accurate marching in tune and unison. Quick march, halt, marking time, slow march, double march, follow step, changing step alternately.

*Gymnastic Exercises.*—Tables 11 to 20 of the Text-book.

*Games.*—See Appendix A of Text-book.



## GRADE IV.

*Class Tactics.*—As in previous grades. Accuracy in all class movements required.

*Elementary Drill.*—Boys to touch or lift the cap when meeting lady or gentleman acquaintances. Saluting, position of attention, covering, stand at ease, right turn, left turn, about turn, half right turn, half left turn, side step, stepping back and about turn, marking time. Careful teaching in this grade forms the foundation of all future work.

*Marching.*—Quick march, halt, marking time, slow march, double march, skipping, stepping out, stepping short, about turn on the march, follow step, changing step, keeping in step. Regular accurate marching in perfect step in all class movements.

*Gymnastic Exercises.*—Tables 21 to 30 of the Text-book.

*Games.*—See Appendix A of Text-book.

## GRADE V.

## GIRLS.

*Elementary Military Drill and Marching.*—All the fundamental military movements of Grade IV reviewed.

*Gymnastic Exercises.*—Tables 31 to 40 of the Text-book. Easy dumb-bell drill, wand drill, Indian club drill.

*Figure Marching.*—Fancy figures such as eights, diagonals, spirals, squares, etc. Columbia drill and flag drills to music.

*Basketball.*—Outdoor Intermediate School League.

## BOYS.

*Squad Drill.*—All military movements of Grade IV reviewed. Marching in squad, the diagonal march, changing direction, marching as in file, changing direction as in file, forming up into squad from marching as in file.

*Skirmishing.*—Method of extending and closing, signals and whistle blasts. Practice in working by signal.

*Scouting.*—Reading camp fire yarns from "Scouting for Boys." Scout games and playing Indian.



*Field Sports.*—Running broad jump; running hop, step and jump; running high jump; 50 yards dash, 100 yards dash; wheelbarrow race; fatigue race, and relay race in preparation for Sports Day, about October 1st. Games suitable to this grade as football, volleyball, captain ball, tag games.

*Gymnastic Exercises.*—Tables 31 to 40 of Text-book. Easy dumb-bell drill.

*Rifle Drill.*—Order arms, slope arms, present arms and trail arms.

*Company Drill.*—Proving the company, marching in fours and company column; ceremonial drill.

## GRADE VI.

### GIRLS.

*Elementary Drill and Marching.*—Movements of Grade V reviewed.

*Gymnastic Exercises.*—Tables 41 to 50 of the Text-book. Easy dumb-bell drill, wand drill, Indian club drill.

*Figure Marching.*—Marching of Grade V reviewed.

*Basketball.*—Outdoor Intermediate School League.

### BOYS.

*Squad Drill.*—Work of Grade V reviewed.

*Skirmishing.*—Continued practice in moving in obedience to signal.

*Scouting.*—Reading camp fire yarns, scout games, patrolling in search of information.

*Field Sports.*—Running broad jump; running hop, step and jump; running high jump; 50 yards dash, 100 yards dash; wheelbarrow race; fatigue race and relay race in preparation for Sports Day, about October 1st. Games suitable to this grade as football, volleyball, captain ball, tag games.

*Gymnastic Exercises.*—Tables 41 to 50 of Text-book. Dumb-bell drill.

*Rifle Drill.*—Order arms, slope arms, present arms, trail arms, and port arms.

*Company Drill.*—Proving the company, marching in fours, and company column, changing direction, ceremonial drill.





## GRADE VII.

## GIRLS.

*Elementary Drill and Marching.*—Work of previous years reviewed and continued.

*Gymnastic Exercises.*—Tables 51 to 60 of the Text-book. Dumb-bell, wand and Indian club drill.

*Figure Marching.*—Columbia drill, lancers and dance step to music.

*Basketball.*—Outdoor Intermediate School League.

## BOYS.

*Squad Drill.*—Work of previous grades reviewed. Formation of a squad in two ranks, marching in squad and in file, diagonal march, changing direction and forming up, formation of fours, fours changing direction and forming squad.

*Skirmishing.*—Practical work in obedience to signal. Use of cover, reinforcing. Fire control.

*Scouting.*—Reading camp fire yarns, scout games, semaphore signalling, scouting for reconnaissance, formation of a patrol on a road, patrolling for information.

*Field Sports.*—Running broad jump; running hop, step and jump; running high jump; cross country run; 50 yards dash, 100 yards dash, 220 yards race, 440 yards race, team race, relay race and tug-of-war, in preparation for Sports Day, about October 1st.

*League Sports.*—Football in the fall, hockey in the winter and baseball in the spring, in Intermediate School Leagues.

*Gymnastic Exercises.*—Tables 51 to 60 of the Text-book, or dumb-bell drill.

*Rifle Drill.*—Manual and firing exercises.

*Company and Ceremonial Drill.*—In preparation for cadet inspection about June 1st.

## GRADE VIII.

## GIRLS.

*Elementary Drill and Marching.*—All the elementary drill and marching reviewed.

*Gymnastic Exercises.*—Tables 61 to 72 of the Text-book. Dumb-bell, wand, or Indian club drill.

*Figure Marching.*—Columbia drill, lancers and dance steps to music.

*Basketball.*—Outdoor Intermediate School League.



## BOYS.

*Squad Drill.*—All movements of squad drill taught by section commanders.

*Skirmishing.*—Practical skirmishing under the direction of section commander in preparation for sham battle on Thanksgiving Day.

*Scouting.*—Scouting in patrols under the direction of the section commander.

*Field Sports.*—Running broad jump; running hop, step and jump; running high jump; cross country run; 100 yards dash, 220 yards race, 440 yards race, team race, relay race and tug-of-war, in preparation for Sports Day, about October 1st.

*League Sports.*—Football in the fall, hockey in the winter and baseball in the spring in Intermediate School Leagues.

*Gymnastic Exercises.*—Tables 61 to 72 of Text-book, or dumb-bell drill, or easy apparatus exercises if they can be efficiently supervised.

*Rifle Drill.*—Manual and firing exercises under the direction of half company commanders, company and ceremonial drill under the direction of the company commander in preparation for sham battle about June 1st.

### RURAL AND VILLAGE SCHOOLS.

Owing to the fact that a complete course in Physical Training is perhaps not so necessary in country schools as in city schools, and also that these schools have less time and also less free floor space at their disposal, the course outlined for town and city schools will hardly be found practicable for rural schools. As there are rarely sufficient boys in country schools to form a cadet company, the cadet training will be impracticable, but scouting, skirmishing and target practice might be carried out. Similarly, lack of time and free floor space will make apparatus work impossible. It has been considered advisable to add a Course for Rural Schools which leaves out these subjects but makes compensation for them by a greater elaboration of games and sports. However, when circumstances permit, as in the larger rural schools or in villages, the complete course should be followed as closely as possible.

In the rural course, the grades have been grouped in pairs to allow of greater economy of time. Teachers will often find it advantageous to take the whole school at once in the parts of the course, which are common to all grades.



## GRADES I AND II.

*Class Tactics.*—Morning and afternoon salutation to teacher. Proper method of greeting an announced visitor. Sitting position at attention, method of class standing, standing position in the aisles. Methods of marching to places in room at hours of assembly.

*Elementary Drill and Marching.*—Boys to lift or touch the cap to lady and gentleman acquaintances. The direction right and left. Position of attention, standing at ease and standing easy, stepping forward and backward, marking time, covering, taking full arm interval from the right, opening and closing ranks, taking distance and quick march, halt, etc.

*Gymnastic Exercises.*—Tables 1 to 10 of the Text-book.

*Kindergarten Games.*—Squirrel, skipping, tag, chickadee, observation, hide the thimble, we are playing together, pussy white, the jolly miller, silent game, caterpillar, color games, occupation games, sandman etc.

## GRADES III AND IV.

*Class Tactics.*—As in Grades I and II.

*Elementary Drill.*—Boys to lift or touch the cap to lady and gentleman acquaintances. The direction right and left. Position of attention, standing at ease and standing easy, stepping forward and backward, marking time, covering, taking full arm interval from the right, opening and closing ranks, taking distance and quick march, halt, etc.

*Marching.*—The quick march, halt, marking time, slow march, double march; skipping, stepping out, stepping short, about turn on the march, follow step, changing step, keeping in step. Regular accurate marching in perfect step in all class movements.

*Gymnastic Exercises.*—Tables 11 to 30 of the Text-book.

## GRADES V AND VI.

*Elementary Military Drill and Marching.*—All the fundamental military movements of Grade IV reviewed.

*Gymnastic Exercises.*—Tables 31 to 50 of the Text-book.

*Scouting.*—Reading camp fire yarns from "Scouting for Boys." Scout games and playing Indian.





*Field Sports.*—Running broad jump; running hop, step and jump; running high jump; 50 yards dash, 100 yards dash; wheelbarrow race; fatigue race and relay race in preparation for Sports Day, about October 1st.

*League Sports.*—Baseball, basketball, football and hockey.

*Games.*—Outdoor athletic games such as dog and deer, prisoner's base, hide and go seek, tag, drop the handkerchief, etc.

## GRADES VII AND VIII.

*Elementary Military Drill and Marching.*—All the elementary military movements of previous grades reviewed.

*Gymnastic Exercises.*—Tables 51 to 72 of Text-book.

*Scouting.*—Reading camp fire yarns, scout games, semaphore signalling, skirmishing in obedience to signal. Formation of a patrol on a road, patrolling for information.

*Field Sports.*—Running broad jump; running hop, step and jump; running high jump; cross country run; 50 yards dash, 100 yards dash, 220 yards race, team race, relay race, and tug-of-war in preparation for Sports Day, about October 1st.

*League Sports.*—Basketball, baseball, football, hockey, etc.

*Games.*—Outdoor athletic games, such as dog and deer, French and English, prisoner's base, hide and go seek, tag, drop the handkerchief, etc.

## HYGIENE.

### GENERAL INTRODUCTION.

*Aim.*—The aim of the teacher in this subject for the elementary grades should be to show the value and importance of the formation of good health habits early in life. With young children the formation of hygienic habits is of more importance than the giving of information on the subject and special care should be taken by the teacher to have the proper habits so incorporated into the lives of the children that they may be found working out automatically throughout their lives.

*Method.*—Free and informal discussion with the children on the various topics is suggested. The teacher should guide the discussion, encouraging the class to talk freely of their experiences and habits. They



should be encouraged to ask questions as well as to answer them. Suggestions should be given as to how to overcome bad habits as well as how to establish proper ones. It should be borne in mind that repetition is most essential in the formation of habit; therefore, frequent reviews are necessary and every effort possible should be made to see that the children are practising the principles taught. Health maxims learned by pupils will be found helpful if not overdone. Many teachers have found it of assistance in this work to keep a scrapbook in which to place interesting clippings, illustrations from magazines and advertisements, etc. These help to make the work more interesting and practical.

*Practical Work.*—Toothbrush demonstration; examination of teeth and hands. Daily performance of things taught, *e.g.*, walking.

### GRADES I, II AND III.

#### BODY.

Simple informal conversations concerning the parts of the body,—head, trunk, arms, legs; use and location of brain, heart, stomach, lungs. Necessity for care of body. Compare to care of machine, *e.g.*, clock. Pain as an index of something wrong, *e.g.*, cut finger, toothache, etc.

#### CLEANLINESS.

The necessity of cleanliness to good health. Cleanliness of body, hands, face, neck, ears, eyes, teeth, nails, hair, feet, nose, body as whole: bathing.

Cleanliness of clothing, cleanliness of the school room, of the home, of the yard and outbuildings.

*Care of Skin.*—Simple talks on the skin as a covering for and as a protection to the body. It keeps the body warm, is porous, oily and wears away. Emphasize the importance of soap in keeping the skin clean and of thoroughly drying and rubbing it after bathing.

*Care of Hair and Nails.*—How the hair when neat and well kept improves appearance; the care it needs, washing, brushing, combing, rubbing scalp. Trimming.

What the nails are for, the danger from dirt under the nails, trimming, brushing, pushing back of cuticle to prevent unsightliness and hangnails.



*Care of Hands and Feet.*—Hands: Keeping clean, keeping dry in cold weather, keeping warm. Care of chapped hands.

Feet: Keeping clean, keeping dry, care of toes. Care about unnecessarily bringing mud on shoes into home or school.

*Care of Mouth.*—The gateway to the body; danger of putting into mouth that which has been in someone else's mouth, *e.g.*, pencils, drinking-cups, spoons, gum, candies, whistles, mouth organs, marbles, buttons, money, etc. How to use a drinking fountain; how to make a drinking cup from a sheet of paper.

*Care of the Teeth.*—The baby teeth, the importance of retaining until they are ready to drop out; the importance of the six-year-old molar; what teeth are for; importance of keeping clean; how to use toothbrush; injury done by biting hard objects.

*Care of Nose and Ears.*—Importance of keeping nose and ears clean; avoid introducing hard objects into the ears or nose, such as peas, tooth-picks, pencils.

*Use of Ears and Eyes.*—The danger of not looking and listening. The value of the maxim, "Stop, Look, Listen."

#### FOOD AND DRINK.

Eating habits,—time, amount eaten, manner of eating, conduct at table; the value of milk and water as drinks; the harm of strong drinks.

#### FRESH AIR AND SUNSHINE.

Breathing through nostrils and not through mouth; frequent exercises in deep breathing in fresh air; great importance of sleeping in fresh air; value of sunshine as a health giver.

#### POSTURE, EXERCISE, PLAY.

Importance of walking erect; slouchy gait and its unattractiveness; marching as a correction; correct sitting posture. See that pupils are seated properly to insure this. Play should be done in fresh air and out of doors when possible. Teaching games to the children and playing them with them is of the greatest importance.

#### DISEASES.

Danger of mingling with those having communicable diseases. Danger of playing with sick pets.



## TEMPER AND SELF-CONTROL.

Avoid getting into passion over trifles; evils of quarrelling; whining; cultivate a sunny disposition.

Book recommended for teachers: "Health Habits" (O'Shea & Keillogg): The Macmillan Company of Canada.

## GRADE IV.

In the first three grades the purpose of the course is the formation of correct health habits. In this grade this important phase should still be kept in mind, but the pupil should be able to understand the reasons for much of what has been taught him in the lower grades. With this in view the teacher is recommended to use "Good Health" (Frances Gulick Jewitt), published by Ginn & Co., as the basis of instruction as outlined below.

Pure air,—breathing, impurities, movements in air, ventilation; cleanliness—importance, microbes and dirt, dust, smoke; sleep—necessity, rules, correct habits; care of the eyes; care of the ears; care of the skin, nails and hair; care of the nose, throat and lungs; care of the mouth, teeth; correct eating habits; value of exercise and play; alcohol and its relation to health.

## GRADES V AND VI.

Having sought in the elementary grades to establish certain health habits and to teach certain data essential to good health, the pupil should be given instruction in what to do in case of emergencies which are likely to arise. In these grades the object in view is to give the pupils some idea of how to proceed when accidents occur and of the importance of acting quickly and effectively. They should be taught simple devices used and the use and application of simple remedies. This instruction in Grades V and VI will pave the way for more intensive study of First Aid to the Injured that may come up in the cadet work for the boys or in the home nursing instruction given to girls in connection with Household Arts.

For Grade V it is recommended that the work cover the subject matter given in Chapters I to XV, inclusive, of "Emergencies" (C. V. Gulick): Ginn & Co.

Importance of First Aid to the Injured. Precautions necessary to avoid injury in daily life. How to act and what to do in case of injuries of the following nature: Gunshot wounds, cuts and bruises, punctured





wounds, sprains, burns, eye injuries, street accidents, teeth accidents and toothache. How wounds heal.

For Grade VI it is recommended that the work cover Chapter XVI to the end of "Emergencies" (C. V. Galick): Ginn & Co.

Precautions necessary to avoid injury continued. Review of the work of Grade V. How to act and what to do in case of injuries of the following nature: Nose injuries; poisons—drugs, poisonous plants; dog bites; heat and cold injuries; drowning; asphyxiation; electric shock; snake and insect bites; accidents of a miscellaneous character.

Alcohol as a poison.

#### GRADES VII AND VIII.

For Grades VII and VIII the attention of pupils should be directed more to the civic aspect of hygiene. The object is to give the pupils an idea of how to apply principles studied in the lower grades to their own lives, in their homes, in the school and in the community. The text recommended for the teacher's use is "Health and Cleanliness" (O'Shea & Kellogg): The Macmillan Co. of Canada.

For Grade VII: Chapters I to IX inclusive are recommended. The meaning and importance of cleanliness; health in the city and country: the home; its beautification and hygienic care.

For Grade VIII: Review of the work of the preceding grade with the remaining chapters of the book. Disease carriers—house fly, mosquito. Food and drink; its cleanliness and purity. Alcohol and tobacco. Occupations and health, accidents.

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#### MUSIC.

##### INTRODUCTION.

The purpose of teaching music in the public schools is primarily to awaken in the pupils an interest in good music and to foster a love for music which will insure that it be given in after life its rightful place in the cultural, aesthetic, and emotional life of the individual and of the community. To this end it should be the aim of the teacher to make the time devoted to music as pleasurable for the pupils as possible; and hence care should be taken not to introduce into the music periods elements of drudgery and monotony in the attempt to master the mechanics of musical notations for their own sake. The extent to which the rudiments



of music should be taught depends largely in any given case on the ability of the teacher to utilize the knowledge directly in giving the pupils greater interest and enjoyment in the subject. In rural ungraded schools it is especially desirable that rote singing in which the whole school may participate should form an important part of the musical exercises. In particular a knowledge of the words and tunes of the national and patriotic airs and folk songs which it is so important people should know how to sing, ought to become the permanent possession of pupils in the public schools.

The outline of the course below is made up of rote singing, progressive mastery of the elements of notation, ear-training, systematic voice culture, and sight-singing including exercises in the various problems of time and tune. A discriminating musical taste is thereby cultivated and the pupils are trained to appreciate and enjoy good music.

#### GENERAL METHOD.

Rote singing in the primary grades gives the child a musical experience and an appreciation of melody and rhythm. The songs should be progressively arranged in point of melodic and rhythmic features beginning with songs based on the tonic chord. Repetition of phrase should be a feature of the earlier songs. It is advisable that the songs lie comfortably within the compass from middle C and F (fifth staff line). The soft, sweet use of the voice resulting in light, buoyant tone known as head-tone should be cultivated from the beginning. Moreover, the poetry should be progressive and should at all times centre in the child's interests. Observation of the notation of familiar songs should be a feature of the work in the second grade and independent reading from the staff begun in the latter part of this grade. Individual work should be done in all grades. Theoretical work should not be taken up before the latter half of the fourth grade. Simple rounds may be begun in the latter half of the third grade and simple two-part exercises in the fourth. Tune and time-drills, oral and written dictation and specific voice and breathing exercises should feature strongly in Grade V. Two-part singing should be established in this grade. These drills should continue throughout the senior grades. Three-part singing should begin at the latter part of Grade VI. The minor mode should receive formal study in Grades VII and VIII and special attention given to phrasing and interpretation in these grades. The bass clef and four-part singing may be introduced in the eighth grade.

At the end of the Public School course pupils should be able to sing music of ordinary difficulty at sight. The minds of the children should be at work during the music lesson. In the lower grades free use should



be made of music at other than the regular periods to afford change and relief to the ordinary work. Those patriotic songs of more enduring value should be frequently sung from Grade III up.

### OUTLINE OF WORK.

#### GRADE I.

Rote songs, including action, nature, season, and lullaby songs. The songs should possess melodic charm, simplicity and directness of appeal. A variety of key and rhythm should mark such collection of songs.

Special attention to monotones and tone-dull pupils. The *so-fa* syllables for a number of the songs may be taught by rote as the words of an extra verse.

Definite observations should be made as to both pitch and time. The children may indicate these with the hands or on the board thus,—

Pitch		—		—		—
	•					
Time	III	-	IIII			

In pitch study make use of one line and develop need for more lines and spaces.

#### GRADE II.

Continued rote songs suitable for the season and also new study songs making observation of pitch, time, and duration in these new songs.

Ear-training by teaching children to fit syllables to any simple musical phrases sung to them.

Rhythmic Exercises to enable the pupils to recognize definitely the difference between 2-, 3- or 4-part measures, and the difference between half, quarter, or eighth notes.

Observation of notation of the simpler songs made familiar in Grade I, to which the syllables have been applied; musical facts deduced, comparison of note values, etc.

Simple staff drills with *so-fa* syllables employing various positions for *do*.

#### GRADE III.

Continued rote songs taught with notation exhibited.



Modulator drill beginning with the First Step Modulator (Tonic-chord tones) and progressing to the second step (Tonic and Dominant-chord tones) and the third step (Tonic, Dominant and Sub-dominant chord tones).

Introduce new keys and new rhythmic types by blackboard picturing. Reading from the common keys simple songs in 4-4, 3-4, 2-4 time and possibly 6-8, thinking six counts

Ear-training exercises continued. Easy written dictation exercises.

Introduction of simple two and three-part rounds.

#### GRADE IV.

Continued rote singing, modulator drill, ear-training and dictation.

Finding staff notation of the *do* chord notes from key signatures of the nine common keys.

Rounds continued and simple two-part singing.

Time drills.

Application of pitch-names to lines and spaces.

Memorization of key signatures to four sharps and four flats.

*Written Work.*—Making clef, sharps, etc. Writing on staff short ear-training exercises in time and tune, taking rhythm and pitch alternately at first.

#### GRADE V.

Interval drill with modulator showing sharp and flat intermediate tones, with special attention to *fi* and *te* in such progressions as *mi-fi-so*; *so-fi-mi*; *so-fi-fa-mi*; *mi-fa-fi-so*; *do-te-la*; *do-ti-te-la*; *la-te-ti-do*.

Ear-training and dictation suited to the newer problems of tune and time.

Syllables applied to familiar airs. Individual modulator pointing of familiar hymn tunes.

The rhythmic figure of one long and one short tone to two beats.

Two-part singing established.

Specific voice training exercises begun.





Review of key signatures and time signatures.

Greater attention to phrasing.

Elementary study of expression marks.

#### GRADE VI.

Review of previous topics.

Skips to sharp intermediates resolving upward. Skips to flat intermediates resolving downward.

Construction of major scale and evolution of key signatures.

More advanced rhythmic types, such as four equal tones to a beat, with modifications.

Three-part singing introduced (latter part of year).

Continued voice training exercises.

The more frequently used musical terms explained.

Teach some minor songs to use for basis of the study of the minor mode later.

#### GRADE VII.

Review of previous topics.

Dictation—Exercises in writing, from memory, familiar melodies in easy major keys and transposing to the other major keys.

Triplets.

Minor scale construction. Modulation to nearly related keys.

Supplementary part-songs. Continued three-part singing.

Specific voice-training exercises.

Part-singing.—Use some unison songs and two-part music; but at this time assign parts, alto and soprano. Keep as many boys' voices on upper parts as possible.

Review the chromatic tones and require accuracy in their use in songs. Continue using minor songs so as to develop the ideas presented in Grade VI. Orchestral instruments might be introduced and discussed, using a gramophone if possible for purposes of demonstration.



## GRADE VIII.

Review of previous topics.

Bass clef.—Introduce by unison songs written on bass staff followed by simple three-part songs where boys can use the bass staff.

Appreciation work.—Special study of operas and various musical compositions, using phonographic records to illustrate same.

Centre song study around special subjects, as Folk Songs of various nations, Patriotic Songs, Oratorio, Grand Opera, War Songs, College Songs, and songs by recognized composers (Schubert, etc.).

Introduction of easy four-part singing.

Books recommended for teacher's use for supplementary songs:

*Primary Grades—*

- (a) "Primary Melodies" (Newton), Ginn & Co., 2301 Prairie Ave., Chicago, Ill.
- (b) "Murdoch's Easy Song Book," Murdoch, Murdoch & Co., Hatton House, 81 Clerkenwell Rd., E.C., London, Eng.
- (c) "Progressive Music Series," Book I; Silver, Burdett & Co., 623 S. Wabash Ave., Chicago, Ill.
- (d) "Songs of the Child World" (Riley-Gaynor), Clayton F. Summy, 64 E. Van Buren St., Chicago, Ill.
- (e) "The World of Make-Believe," Schirmer & Co., New York.
- (f) "The Congdon Music Readers," Nos. I and II, C. H. Congdon Co., 623 S. Wabash Ave., Chicago, Ill.
- (g) "Lilts and Lyrics," (Riley-Gaynor), Clayton F. Summy, 64 E. Van Buren St., Chicago, Ill.

*Intermediate Grades—*

- (a) "Playtime Songs" (Riley & Gaynor), Clayton F. Summy Co., Chicago, Ill.
- (b) "Murdoch School Songs," Series A.
- (c) "The School Round Book" (Sir John Stainer, Mus. Doc.), H. W. Gray Co., New York.

*Upper Grades—*

- (a) "Murdoch School Songs," Series B.
- (b) "Morley's School Songs" (In octavo form), Leonard & Co., 311 Oxford St. West, London, England.



- (c) "Junior Song and Chorus Book" (Giddings-Newton), Ginn & Co., Chicago.
- (d) "New Normal Music Course," Book III, Gage & Co., Spadina Ave., Toronto, Ont.

*Teachers' Aids—*

- "Helps to Teachers in the Use of the New Normal Music Course" (J. N. Eagleson), Gage & Co., Spadina Ave., Toronto.
- "Musical Dictation" (Hollis Dann), American Book Co., Chicago.
- "Voice Training for Children" (Dr. Frank Rix), A. S. Barnes Co., New York.
- "Voice Culture for Children" (Bates), Novello & Co., New York.
- "School Choir Training" (N. H. Nichols), Novello & Co.
- "Aiken's Music Course in One Book," American Book Co., Chicago, Ill.
- "Christmas Carols and Hymns" (Hollis Dann), American Book Co., Chicago, Ill.
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|--|-------------------------|
| "Progressive Music Series, 1, 2, 3"        | } Silver, Burdett & Co. |
| "Progressive Music Manual, 1, 2, 3"        |                         |
| "Progressive Music Series—One Book Course" |                         |
- "Education Through Music" (Farnsworth), American Book Co., Chicago, Ill.
- "The Education of the Music Teacher" (Thos. Tapper), Thea Presser, Philadelphia.
- "Listening Lessons in Music" (A. M. Fryberger), Silver, Burdett & Co.
- "Ear Training for Teacher and Pupil" (C. A. Alchin).
- "Art Song Circles" (W. Otto Miesmer), Books 1 and 2.
- "Songs of the Season" (Mary Best Jones), American Book Co., Chicago, Ill.



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